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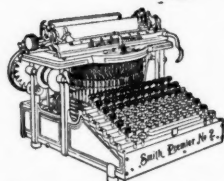
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THE SCHOOL JOURNAL

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For the Week Ending March 9, 1907

No. 10

OSSIAN LANG, Editor.

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The Superintendents' Meeting.

The Chicago meeting of the Department of Superintendence will long be remembered as one of the most enjoyable in some years. The sessions were well attended. In fact there never has been as uniformly a large attendance from beginning to end, in the history of the Department. State Superintendent Stetson's program evidently appealed very deeply. Besides, he always opened at the appointed hour and kept the speakers to the time allotted to them. Perfect order prevailed at all times. There was no whispering, no coming in and going out while a discussion was under way. Almost everybody stayed thru the last session and seemed well pleased with everything. Truly an eloquent testimony to the general satisfaction of the superintendents with the convention.

Mr. Stetson combines administrative firmness with quick Yankee wit. His introduction of speakers and subjects was in itself a delightful treat. This with incidental remarks kept the audience in good humor and at peace with the world. The reference to Dr. Greenwood as "seasoned timber" is an example of the spirit of good-nature which was fostered by the presiding officer. Yet with it all he evidenced a ready tactfulness and keen sensitiveness to the feelings of everybody. He had the convention well in hand and never allowed it to slip away from him for a moment. "The best number on the program," some one called him, and that about tells the story.

The convention brought out nothing particularly new, and at no time did the discussions rise above the best average of former years. This is a noteworthy fact which is perhaps best accounted for by the prevailing cautiousness in utterance. Practically all the addresses were read. Every speaker seemed to be conscious of the presence of a most critical audience of experts quick to see thru a flimsy drapery of smart sophisms. The mossback was less in evidence than usual, tho the general discussions brought forward; only for a moment, two or three of his kin. One of these amused the superintendents by the seriousness of attack upon almost everything that represents the glory of the modern school, closing something like this: "Not satisfied with having cheapened education by the introduction of free text-books, there are people who would even have a dentist look after the teeth of the children at school. And some go so far as to suggest that the school must devise ways for feeding hungry pupils!" A friend sitting near remarked, after the peculiar harangue, that it seemed to her a wise provision of nature that people should die at the age of threescore years and ten, because old people find it too difficult to adapt themselves to the changing thought of the world; and that as a result they keep themselves unhappy and at constant war with conditions, aside from blocking progress. Truly, a teacher who has stopped growing is too old for school work, whether he be sixty or twenty.

Only two people on the entire program disappointed the audience by non-appearance. One was Professor Claxton of the University of Tennessee who, some one suggested, was kept at home to look after the "third house" of the Legislature. The other was Mayor Dunne, who was out of town. The convention was saved one address of welcome.

The ovation which Superintendent Cooley received was an eloquent testimony to the high esteem in which he is held by the educators of the country. He is fighting a good fight, and the results are of vital importance to the common schools thruout the country. It would be a sad thing if he should not win out. "A man of courage and sincerity," was Mr. Stetson's fit characterization of him. The heartiness of the greeting he received meant, "We are with you, every one of us." It was worth the trip to Chicago to have witnessed that splendid endorsement.

The only papers which stood out as almost radical were those by Miss Ada Van Stone Harris and Superintendent Chancellor. Miss Harris discussed the need of participation on the part of organized society in the education of children during the period preceding school. She practically argued for the extension of hygienic control (physical and moral) over the homes in which children are reared. Dr. Chancellor reasoned that the psychological theory must prevail in the construction of courses of study. Rejecting the historical, social, and evolutionary theories, he showed how, from his point of view, school education must tend to make a pupil intelligent, efficient, and moral. It would be exceedingly interesting to see a course of study elaborated; consistent in details, on his basis of reasoning.

THE SCHOOL JOURNAL will print abstracts of nearly all of the important papers that were presented at the convention. There is published in this number, as in former years, a letter by Dr. William E. Chancellor, giving his impressions of the convention. His review is always interesting as that of a keen-sighted superintendent who takes a serious interest in the real progress of school administration.

The convention has set a high standard for the future. It has been demonstrated that with no extraneous attractions incident to a "jaunt" to divert attention, the interest of the superintendents can be held from beginning to end by a thoroly serious program. The Chicago meetings have always been more profitable than those at places where sightseeing constituted a principal feature. This last meeting surpassed its predecessors also in point of professional enthusiasm. All papers were listened to with close attention and every good point was rewarded by prompt applause. Several of the most closely reasoned papers were so well received that their authors were called forward, almost as often as the operatic idols of the people, to bow their thanks for the demonstrative approval of their efforts.

Thanks to Mr. Stetson's thoughtfulness, appropriate honor was paid to the memory of Longfellow on Centennial Day. A male quartet was brought forward at the close of the morning's session, and sang "The Bridge," which is by many considered the poet's masterpiece. Another musical treat consisted of the prolog to *Pagliacci* and the Toreador song from *Carmen*, with several very fine encores, which were sung in a rich baritone and with striking dramatic effect by William Wade Hinshaw.

In 1908, the Department will meet at Washington, D. C., Superintendent Frank B. Cooper, of Seattle, Washington, is the new president.

Supt. Stratton D. Brooks, of Boston, was elected 1st vice-pres.; Miss Ella C. Sullivan, of Chicago, 2d vice-pres.; Supt. Geo. B. Cook, of Hot Springs, sec'y.

During the week of the convention, probably on the very day when one of the speakers made

from the platform a friendly reference to Major Cheney, this veteran book man was by death called away from his earthly home. He is pleasantly remembered by those who have been attending N. E. A. meetings for a number of years.

Mr. Charles DeForest Hoxie, of Public School No. 19, Borough of Manhattan, who died on February 7, served for some time on the editorial force of *THE SCHOOL JOURNAL*, and is the author of several text-books. His studious habits and his deep interest in pedagogy and its related sciences, had marked him for a successful career in the common school service. For several years he was identified with the University School of Pedagogy, of New York University. He died in the prime of his life. On the day of his funeral his former pupils were permitted to sit for half an hour in silent meditation, in honor of his memory.

Another Chicago Meeting: An Impression.

By Supt. WILLIAM E. CHANCELLOR, Washington, D. C.

Three days of fortunate winter weather, an attendance of over twelve hundred, and another annual meeting of the Department of Superintendence is a memory of the past. For several years I have confided to the readers of *THE SCHOOL JOURNAL* my impressions of these meetings, and I do so now rather to continue a custom that has found friends in various quarters than to express any very definite opinions as to the details of this great convention.

I attended every session, heard every speech, and listened to the discussions at the round table of superintendents of smaller cities. There are certain general impressions that may perhaps interest others.

The presiding officer, Mr. W. W. Stetson, State Superintendent of Maine, was a peculiarly happy selection. He began the meetings promptly, enforced order, the time limit, and in general a strictly parliamentary procedure; he was witty upon many occasions; he was always approachable and ready to respond to individual needs. He seems to have two admirable qualities—executive ability and good humor.

The program was of singular character, cumulative in its effect, slightly monotonous, but decidedly appropriate to this department. The matter of the course of study was thrashed out thoroly in practically all of its administrative aspects. This is a great gain. The department has for once cleared itself of the reproach of being a "little N. E. A.," covering the entire encyclopedia of formal education, and has devoted its time and its thought to a matter of its own immediate concern.

Excepting only the paper in my own charge, I think I voice the opinion of the great majority of those who attended the sessions, when I say that a high level was attained by all the speakers, both those set down upon the program and those few who spoke voluntarily. I heard no poor paper, from the eloquent address of State Superintendent Aswell, of Louisiana, Tuesday morning, to the dignified and thoro address of Superintendent Gordy, of Springfield, Mass., Thursday afternoon. I heard no paper and no discussion that I was not glad to hear, whether I agreed with the speaker or not. At the same time, there was no one great moment, no one great utterance. Perhaps it is just as well that most of the leaders were silent. Perhaps some new leaders are in the making.

A third general impression is that a biennial convention at Chicago is all that this department can stand without deteriorating in respect to drawing men from every quarter of the country. The more I think the matter over the more I am dis-

posed to endorse and to promote the policy in the proposition of Superintendent Pearce, of Milwaukee, to go to Chicago every other year, to Washington every fourth year, and then to the West or South every fourth year, choosing from a variety of places. The success of this policy will depend upon the Washington meeting in 1908. Chicago is central and very accessible, but now it has no novelty for us, and we are no novelty to Chicago. The newspaper attention to the meeting was disappointing. We need at the annual meeting the New England men, who are out of the habit of going West now, and the Southern men, who do not care to go too far North. I repeat, therefore, this suggestion, made some time ago: Washington, 1908 (voted); Chicago, 1909; Kansas City, 1910; Chicago, 1911; Washington, 1912. Such a policy would harmonize the two requisites: variety, but accessibility of place.

Mere Quixotic adventures should, of course, be avoided.

A last general impression is that the superintendents of the country have wonderfully improved in twenty-five years in one very important respect, freedom of thinking. There is a spirit of reasoning, there is a sense of the significance of their own function, there is a fearlessness of speech quite refreshing. In this respect, the Chicago meeting of 1907 is high water mark. I am speaking closely of the superintendents at these meetings. We shall never do our work in this democracy until we do our duty, which is to obey the inner light. Place getting and place keeping by a discreet silence and a judicious balancing of water on both shoulders are going out of fashion; and the actual needs of the schools and of society are finding expression thru the superintendents, their attorneys.

Specifically, the gist of the argument of State Superintendent Aswell was that the nation, as well as the State, is concerned in the education of every citizen. The force of this conclusion in respect to Southern schools is obvious. The paper was not only eloquent, as I have said above, but also logical.

Then came the very notable paper by Miss Harris, of Rochester. Her proposition is distinctly socialistic. Granting her postulates, which are that there will be no changes in our land or inheritance laws and that the prosperity under socialism will not be coincident with personal slavery to the mass, her conclusions are inevitable. It was a bold, noble, interesting presentation. Socialism is a religion. The only argument against it will be the future, which no man can read. The whole

address was admirable, in style, in logic, in breadth.

The remarks by Mr. Eckels, the well-known financier, an invited guest, were well received. My own notion is that the purpose of education is not merely to add to the wealth of the country or to the private property of individuals. Being irredeemably opposed to the philosophy expressed by this speaker, I am incompetent to criticise him. I am, however, very glad indeed that the department heard him. We need to be reminded constantly that the great business men of the country look upon education as such as a very, very minor matter.

The afternoon address of Superintendent Lawton, of Augusta, expressed well the new philosophy that education is life, an ingredient, not a segment. The next paper, by Superintendent Smith, of Auburn, Maine, was a beautiful exhibit of old fundamental New England Puritanism. This paper had style. The last paper, by Superintendent Hamilton, of Allegheny County, Pennsylvania, also had style. These three papers were sane, modern, and helpful.

The evening address of Chancellor Andrews, of the University of Nebraska, was fluent, interesting, superficial, and universal. Only a man with a sweeping imagination could compass this range. There was not a dull sentence. There was no pause. There was no appeal to the soul of the hearers. It was a great address upon international affairs, without a single suggestion as to the real meaning of America in world history. Every one should read this address.

Wednesday morning, Principal Bryan, of the St. Louis Central High School, showed very ably that a secondary education helps every one who goes into it, whether he finishes it or not. As a reply to the declaration a year ago in the department that a quarter of the pupils in the high schools of the country should be taken out, it was complete. Next came the paper by Commissioner Jones, of Ohio, whose comparison of the old and the new and *obiter dicta* in the course of his remarks proved very acceptable to all.

Then I talked awhile about a psychological course of study.

Dean Dr. W. T. Harris was called out by Superintendent Carr, of Dayton, and made his usual statistical-philosophical kind of speech, with all of his familiar wit.

Then Chairman W. H. Maxwell, of the Nominating Committee, made his report, presenting Superintendent Cooper, of Seattle, for president next year. It was a most agreeable selection, which made the trip of Dr. Maxwell from New York worth while to us, tho he took no other part in the proceedings. Superintendent Cooper has administrative ability.

Then I invited the Department to Washington. This invitation was handsomely supported by Superintendent Pearce, of Milwaukee, and by others, and seemed to meet the ideas of every one. At any rate, the vote was unanimous, for which I am grateful.

Wednesday afternoon there were three round tables and various other meetings. There were three times too many persons assigned on each of these programs and twice too many subjects considered. This matter needs drastic reform. Moreover, two of these programs were too much alike. We need to define rural schools, smaller cities, and larger cities; and to proceed accordingly. As the basis of such definitions I suggest that a rural school is one with no supervising principal without a class to teach. A large city is one with a considerable body of supervising officers, a local normal or training school, and at least a thousand teachers. As I view the administrative problems, these definitions would fairly set off the three classes.

In the section for smaller cities, the papers and discussions were good. The round table is also a good habit. But the foregoing reforms appear necessary.

The address that evening by Rev. Dr. Hirsch, of Chicago, was notable. He made a perfectly clear point that democracy in school organization means anarchy, mediocrity, ruin. This is, of course, true, for the school is essentially aristocratic. His delivery was beautiful, it was simple and impressive.

Thursday morning President Kirk, of the Normal School of Kirksville, Mo., essayed a very difficult psychological subject. His analysis proceeded upon the lines of common experience, which seems to me inadequate in the premises. But the conclusions, tho not quite sustained in the paper, seem reasonable and satisfactory. This paper deserved the very close attention that it received. To fill the vacancy due to the absence of the next speaker, Superintendent Greenwood, of Kansas City, spoke extemporaneously for twenty minutes. We always like to hear him. The last speaker was the new United States Commissioner, Elmer E. Brown; whose philosophy of education finds its material in history. The paper was a strong defense of all the modern progressive tendencies in education. We need this kind of scholar in this most important place.

The history report by Superintendent Van Sickle was well received; as is everything he does. There is more courage and there is more progress in these modest, clear thinking, steady working characters than appears at first. Their service in education is invaluable.

Superintendent Storm, of Iowa City, Iowa, covered all the ground available within his subject. Professor Suzzalo, of Stanford University, made a brilliant, evolutionary review of his theme, and won much applause. Superintendent Gordy concluded the sessions with a compendium relating to the plans in actual operation to keep scholarship alive in teachers. It was a fitting climax to a very logical program.

The resolutions were eminently practical.

The little speech by the new presiding officer, accepting the gavel from Superintendent Stetson, proved a happy finale.

In the evening a large number of members visited Chicago Commons to hear Miss Addams and others.

Two other topics remain. Tuesday and Thursday mornings there were several five-minute discussions. The remark by Principal Ella Flagg Young to the effect that superintendents should go home and live out what they preach elsewhere, was a witticism that pleased many. The declaration by Miss Hofer, of the Chicago Commons, pointing out the enormous value of voluntary social effort, was one of the best things of the meeting. Thursday several little speeches were highly gratifying. Supervisor Keyes of Hartford, touched the hearts of us all by his plea to regard childhood days as life and childhood as in itself worth while. Superintendent Carroll, of Rochester, has outlook and seriousness and a sense of education as a high calling. Superintendent Soldan, of St. Louis, lifted the convention to the plane of philosophy by his few words defending the proposition that education is a reaction within the learner. Power of mind, scholarship, reflection; enthusiasm; and health were all expressed in his vigorous, searching expositions.

The last topic is always in keeping. We saw one another once more. A sense of fellowship, of comradeship, of union in a new institution is absolutely necessary as the growth and success of education to a profession. This social unity is growing. It began a half century ago at Philadelphia. It was never so great as now. It helps us in our separate

communities and as a body of men dealing with the very life, the soul, of American democracy. For us, education itself is in a transition stage. We represent the expert in the democracy but the expert where it is hardest for the layman to see what

expertness is, means, and can do. Against the tremendous pressure to destroy the superintendency, the Department of Superintendence and its various members present, first, their professional solidarity and, second, their peculiar service.

The Longfellow Centenary.

February 27 was the one hundredth anniversary of the poet Longfellow's birth. The day was fittingly celebrated in many places. In his native city of Portland, Me., a general celebration was held in the City Hall. The new library of the Maine Historical Society, which stands on a site within the old Wadsworth Longfellow estate, was dedicated. It was built by the poet's sister, Mrs. Annie Longfellow Pierce.

In Cambridge, where Longfellow passed most of his life, the city took a half holiday. In the afternoon, Miss Alice Longfellow, the poet's daughter, opened Craigie House, the Longfellow home, to visitors. Longfellow exercises were held in the public schools thruout New England. At most of the schools of the higher grades the master read Longfellow's address, which the poet delivered to the Cambridge school children at the two hundred and fiftieth anniversary of the founding of the city.

In nearly all Boston schools the program included reading of some of his principal poems, such as "The Children's Hour," "The Courtship of Miles Standish," "The Village Blacksmith," "Evangeline," and "The Wreck of the Hesperus." Tributes to his memory and sketches of his life were also given by the teachers.

Longfellow the Well Beloved.

By BLISS PERRY, in the *March Atlantic Monthly*.

There can be no happier fortune than that which has made Longfellow the children's poet. These wise little people know so well what they like! They are untroubled with scruples and hesitations. With how sure an instinct do they feel—without comprehending or analyzing—the note of true poetry!

The children go to the heart of the matter. And so do many of those larger children,—the men and women of simple soul who keep an unsophisticated way of looking at the world. To find the true audience of a Heine, a Tennyson, a Longfellow, you are not to look in the *Social Register*. You must seek out the shy boy and girl who live on side streets and hill roads,—no matter where, so long as the road to dreamland leads from their gate; you must seek the stenographers and shopkeepers, the "school teachers and country ministers" who put and kept Longfellow's friend Sumner in the Senate; you must make a census of the lonely, uncounted souls who possess the treasures of the humble. They are sometimes described as the intellectual "middle class," but a poet may well say, as a President of the United States once said of a camp meeting at Ocean Grove: "Give me the support of those people, and I can snap my fingers at the rest." It is folly to worship numbers. But it is a deeper folly not to perceive that among the uncritical masses there may be a right instinct for the essence of poetry. It is glory enough for Longfellow that he is read by the same persons who still read Robert Burns and the plays of Shakespeare, and the English Bible. Until simplicity and reverence go wholly out of fashion he will continue to be read.

It is apparent that Longfellow possessed, to a very notable degree, an instinctive literary tact.

He knew, by a gift of nature, how to comport himself with moods and words, with forms of prose and verse, with the traditions, conventions, unspoken wishes of his readers. Literary tact, like social tact, is more easy to feel than to define. It does not depend upon learning, for professional scholars conspicuously lack it. Nor does it turn upon mental power, or moral quality. Poe, who could not live among men without making enemies, moved in and out of the borderland of prose and verse with the inerrant grace of a wild creature, surefooted and quick-eyed. Lowell, whose social tact could be so perfect, sometimes allowed himself, out of sheer exuberance of spirits, to play a boyish leap-frog with the literary proprieties. The beautiful genius of Emerson often stood tongue-tied and awkward, confusing and confused, before problems of literary behavior which to the facile talent of Dr. Holmes were as simple as talking across a dinner-table. But Longfellow's literary tact was always impeccable: he divined what could and could not be said and done under the circumstances; he escorted the Muses to the banquet hall without stepping on their robes; he met the unspoken thought with the desired word, and—a greater gift than this—he knew when to be silent.

Longfellow as a Lad.

By STEPHEN CAMMETT, in *The Century Magazine*.

Longfellow was a very handsome boy, retiring, without being reserved, active, and eager. He was kind hearted and affectionate; sensitive, impressionable, impetuous. He had blue eyes and chestnut hair; his complexion was delicate; his cheeks were rosy. His eyes were full of expression, and he looked one square in the face. He was a normal boy, and a devotee of all a boy's games. He snow-balled, coasted, skated, flew kites, and swam. Sometimes he would tramp thru the woods with a gun, but most of all he liked to lie under a tree and read.

To such a boy the old farm was enchanted ground. He knew where the crimson cardinal flowers bloomed, where the largest of the trout lived in the little brook, where the robins nested year after year, and where to set home-made "box traps" for chipmunks along the low stone walls. He followed the mowers at haying time, "trode" the load, and rode upon it to the great barn. In autumn he enjoyed the gayety of the corn husking, watched the spinning-wheel being fed from the heap of carded wool, and helped to fill the quills when the household loom was weaving homespun for clothing for the men and boys. The love of nature, which was to be a thing of greatness in his works and life, was in the forming. Nowhere would he more inevitably have learned to love living things than at Wadsworth Hall. The woods; the pleasant reaches of sunlit meadows; the fields where he searched for berries; the pastures, pennyroyal scented, where the cattle grazed; the brook, with its minnows; the little bridge under which the pewee built; the river, the humming song of whose fall was heard by the boy in the quiet of night—all these played their part to make the completeness and beauty of that conception of nature which was Longfellow's.

A Day in a Roman Industrial School.

The Gould Memorial House is a Protestant charity in the city of Rome, owned by an American Committee and Board of Trustees, and managed by Italians of the Waldenses Church. It was founded in 1871 by Mrs. Emily Bliss Gould, wife of the then resident American physician, Dr. James B. Gould, for the care of little waifs from the streets of Rome, and carried on by her until her death in 1875, and by her husband until 1880, and since then by a Board of American Trustees in New York and Boston.

The property consists of a building and grounds in the Via Magenta of Rome, valued at about \$40,000. The school endeavors to educate the children for industrious and useful lives. Many of the children have gone into active service, domestic or business, and excellent reports have been returned from them to the school.

The Gould Memorial was almost the first Protestant charity to gain admittance into the city of Rome, and met with much early opposition, being kept for a long time outside the city limits. It has grown from a very small beginning in Mrs. Gould's back parlor to its present considerable dimensions, and is able to accommodate fifty children when supplied with funds for their support. The annual requirements amount to about \$6,000, which comes mostly from visitors to Rome and from annual subscriptions in the United States. It is practically free from debt at present, but for the sake of the boys, needs a wing to be added to the building for use as a gymnasium and meeting-place on rainy days, and for additional sleeping-rooms above stairs. The wing would cost not over \$3,000, and an effort is being made to raise this amount.

The following extracts from a letter written from Rome by G. Ayassot, the director, is of interest, as showing how such a school is conducted, and the every-day life of the pupils.

The day in the Gould Home begins in winter at 6:30, and in summer at 5:30 A. M.

Waking at the ringing of the bell, every boy must immediately jump out of bed. Five or six at a time, they go to the wash-room where, diligently assisted, they wash with soap and fresh water and then proceed at once to unmaking the bed. This consists in rolling up the mattresses and carefully folding the covers and sheets, leaving the beds open to take air and be easily beaten to get out the dust. At seven o'clock (six in summer) comes the cleaning of the dormitories, stairs, corridors, school-room, courts, etc., which is done by the pupils themselves, divided into groups, every group being responsible for the cleanliness of a part of the Institute. Generally this cleaning is done with care, diligence, and the greatest good will. No one is idle and each one has his portion of work. Those who cannot hold the broom, dust the furniture, gather up the scraps of paper, or help the older ones, while these watch over the little ones and take care that nothing is spoiled and that all goes on in order.

At eight o'clock there is breakfast, of coffee, milk, and bread. Before sitting down to the table, where the cups of hot coffee and milk are steaming, the boy whose turn it is, lifts up a prayer of thanks to God, after which every boy, without further permission, makes it his business to find the bottom of his cup.

Every one attends to his own affairs, no one speaks and there is no need to command silence. The moments are counted, for, at 8:15, they must leave the refectory. The boys who go to school go into the study hall to prepare books and papers, and those who are learning a trade begin work. The occupations consist of lessons for the school; special labor, often selected by the pupil, such as binding his own school books, making little things out of pasteboard, iron, wire, slate, etc., as a preparation for the art or trade to which later on he must dedicate himself. Gymnastic exercises are also taught, all together in the days of vacation.

The dinner hour is two o'clock on school days and 12:30 in vacation. When there is time, between one mouthful and another, one boy will say to his neighbor, "I had ten for good conduct"; or, "I had eight, but it was Henry who made me talk"; "The teacher gave five only to all the boys but me, because I did my task well." And sometimes there are even scientific discussions. "Our teacher says that the earth turns round." "Oh! oh!" bursts out the boy near, who is in the elementary class, "We should be well off then, What fine somersets!" Then intervenes the authoritative voice of one in the fifth class: "Yes, certainly the earth turns round." But at this point one even more authoritative than the boy of the fifth comes in to end the discussion, which is growing too hot, and orders silence. "Be quiet, all of you." But the youngest, not satisfied with this strange way of making individuals in the vast field of science of differing opinions agree, jumps up, leaves his plate of macaroni, and comes to me crying out, "Antonio says the earth turns round. Then how does the macaroni stay in my plate?" Then there are moments of great hilarity, but the little one is not satisfied with that and wants an explanation. The dining room is then converted into a school-room; I, too, must let my macaroni cool to explain how the earth turns and the macaroni does not fall out of the plate, or how it is that we do not fall out of bed at night.

From 2:30 to three the work room is open so that the boys can have any necessary repairs made in their clothing. Then, in the holidays, there is the preparation for the walk, which generally lasts three hours. This preparation gives a singular appearance to the Institute, for it is the rule that every boy, before going up into the dormitory, must black his shoes. This is done in the open court in fine weather, and in the palestra when it rains. There is a running to and fro of boys, some armed with one shoe and some with both; some with a brush only, and others, chiefly the little ones, going about in search of a companion to help them. They seem like little men busy with work of the greatest importance.

The time of the walk is occupied by gymnastics and by a lesson in history or amusing stories. In the first two cases the pupils are accompanied by the director. In school days this recreation is had in the court or in the palestra. The boys are always aided by the assistant or by the director, and the recreation alternates with collective gymnastic exercises or manual labor or experiments in agriculture made by cultivation of small pieces of ground entrusted to little groups of the boys.

At five o'clock, without distinction of days, the boys meet in the study hall, where they write their exercises and study their lessons. The assistant, passing from one bench to another, helps first one of the little ones to read a hard word and then another to do a sum in additions. The director, who often enters in this important hour of the day, takes the occasion to encourage the weak, to reprove the unquiet, and praise the best behaved and the most studious. It often happens that the hour of study becomes one for a lesson. All doubts must be dissipated and light be made to shine in all those young minds that often are clouded by the darkness of superstition and ignorance.

But now, all at once, a well-known peal of bells causes a slight movement in those little heads that have been bent for two long hours over the papers and the books. It is the bell that calls the children to the refectory! Seven strikes by all the clocks of the numerous towers of the neighboring "Sacro Cuore." The soup is on the table and wait for all to go for the last time, that day, to the dining room.

Supper has quite a different aspect from other meals. We feel that a long day is passed in feverish activity and that old and young desire merited repose. As if absorbed in a scrupulous examination of conscience, those little blond and black heads slightly bent over the plate of smoking soup are only raised at long intervals.

At 8:30 the family, which has met for awhile, divides itself to seek the rest of the night, and at nine o'clock all is profound silence. The night spreads its veil over so much energy that will be renewed in the morning.

G. AYASSOT.

Technical Courses in High Schools.

By SUPT. H. J. WIGHTMAN, of Altoona, Pa.

[Address delivered before the Assembly of Superintendents at Harrisburg, February 6.]

"There are two most valuable possessions which no search warrant can get at and which no reverse of fortune can destroy, and they are what a man puts into his brain—knowledge, and into his hands—skill." 'Tis no crime to prepare boys and girls to earn their bread and butter; to enable them to recognize that there may be dignity in work with a manual attachment; to give them the priceless privilege of soiling their hands with toil coupled with responsibility. Public education in America has developed rapidly, but it is only just beginning to adapt itself to our changed industrial conditions. Education can no longer be considered as distinct from living; or as dealing chiefly with those accomplishments that fall off and are lost when a girl marries or when a young man goes to work.

We have about ceased quarreling with the moon; we are beginning to recognize that the highest function of woman is as queen of the home, and we are beginning to weigh in her educational balance Latin vs. Cooking, Solid Geometry vs. Dress-making, and Algebra vs. Household Duties. If there is not the brain development in Scientific Cooking that there is in a dead language I for one am willing to take the advice of Oliver Wendell Holmes and put our girls' brains to grass for the good not only of the future generation but for the physical and moral strengthening of the present. The truth is, the school ought to become intimately connected with and woven into all departments of life.

We are beginning to ask *ourselves*, even if we do not dare to show our skepticism to others, such questions as: Is it the best school training that unfits boys for work with their hands? Does the Classical High School Course with its one-sided brain training unfit for work with the hands? Or does it give pupils the feeling that manual labor spells menial labor as many parents are saying? Is it really the cause of many pupils leaving school, that they and their parents do not feel that the higher grade work will be of special help to them in their life work? How does it happen that many of the successful business men right around us are those who went to work at from eleven to sixteen years of age with only a limited bookish education? Isn't there even now great waste of teaching in the failure of school efforts to find correlation in the activities and experiences in the home, neighborhood life, and the life that comes when school days are over? Should not our teaching and schoolwork give a vocational quality that classical courses do not and cannot give? Should not industrial and technical work be as effective in preventing as in curing juvenile delinquency? Why can not industrial education improve the social conditions of white as well as black children? etc.; etc.

Technical courses in high schools need justification in these times in only three particulars. (1) their general character; (2) their local fitness; (3) that they are the culmination of a practical system of industrial work offered to the great body of children below the high school.

More than ninety-five per cent. of pupils leave school before reaching the high school. Nearly all of these go into industrial lines of work. Our first duty is to this ninety-five per cent., and we have no business to establish technical courses in high schools until we have looked to their industrial needs in the grammar and intermediate schools. If industrial work is a practical line of work, and

it is that if it is anything, then it should be given to those who, because of their limited educational advantages will of necessity make use of it. It is true, however, that a part of this ninety-five per cent., after being brought to the realization of their unpreparedness thru two or three years of work; will avail themselves of the high school technical work, if evening courses along special trade lines are offered.

I have talked personally with nearly two hundred parents who have withdrawn their children from school to place them at work, and in at least seventy per cent. of these cases the real reason given is that the school will not give sufficient that will directly benefit the child in his work by remaining longer, and that the earlier he gets to work at "real things" the earlier he will learn the business. Note the expression—"real things." What a reflection upon the character of our school work!

But assuming that we have given the great mass of pupils below the high school a square deal, the second point for justification of a technical course in a high school is its local fitness. The course that fits Altoona will not fit any other community in Pennsylvania without some alterations. Technical courses need to be made to order. What we have in the railroad-shop city of course will vary from the equipment and courses offered in a shoe manufacturing city, or a silk manufacturing city; or a community with no predominating industry.

The high school is a local institution and should take care of local needs. You may say this will be training our pupils only to stay at home and will not give them the preparation to go out into the wide world. This is all with our means we can do properly, and I am not so sure but that it is all we should do. The field of industries is so large that no one community can touch them all. A knowledge of plumbing may be more important than a knowledge of machinery in some communities. In the consideration of a technical course for High School of Trenton, N. J., a knowledge of the ceramic arts with emphasis upon free-hand drawing and designing, would naturally take precedence.

Some adherents to the old faculty psychology; those who believe in the theory of formal discipline; which asserts that power developed in one subject is usable in any other, will underrate the point of local adjustment. "Once sharpen the intellectual ax and it is good for cutting any kind of wood; once develop mental muscle and it is good for lifting any burden; once go thru the gymnasium for the mind, and you are ready for the tasks of life." This is the teaching of the old faculty psychology; which has not been supported by exact evidence and common experience. In scientific circles to-day we find a growing belief in the new psychology, the functional psychology, which affirms unity of mind as it adjusts itself to different situations. Functional psychology affirms that mind is developed thru adjustment to given situations; and knows nothing of a mental power; thoroly detachable from the place of its origin, and perfectly applicable to a different set of conditions. Axes and muscles make mechanical adjustments to their objects—the mind makes vital adjustment. In a mechanical adjustment there is always a dualism. The ax and the wood it cuts are two things. In a vital adjustment there is always a unity. The mind is fed by the problem it solves and turns with increased readiness to similar problems. This new functional

psychology says that mental power developed in one subject is applicable to any other *only* in direct proportion to their similarity. If, as the advocates of the old faculty psychology said, power acquired in one line could be transferred to any other line, we would find our mathematical reasoners adepts in solving life problems, as how best to spend one's money, one's time, etc.; or, if the memory were strengthened in one line we would increase our power to remember names, dates, etc.; or, if our judgment were developed along certain school lines, we should be prepared to judge of the merits of horses or sheep or hogs. The fallacy of the old psychology is being recognized by such schools as Tuskegee, the Manhattan Trade School, and others recently developed. If we would train our pupils to use English fluently and cogently we must study English, not Latin; if we would train our pupils to be thoughtful and proficient in the use of clay, we must study clay, not iron; or, in the use of wood, we must study wood, not brass; or, in the use of iron or brass, we must study iron or brass. It is fallacious for us to say it does not matter what we study so long as we acquire power. We might just as well say it does not matter which muscles we exercise so long as we gain strength. If we wish to develop our arm muscles we must exercise the arms, and we must further exercise them in a particular line of movement if we would become proficient in that particular movement. Pardon this digression in which I have endeavored to state briefly the psychological justification which makes local fitness an important point to be considered in the establishment of technical courses.

The third point for justification is the character of the work done. There are two quite distinct ideas in the performance of technical work, the same as there are two distinct ideas in the execution of Manual Training, in general. In one manual training school we see pupils working on set models and joints; sawing, boring, and chiseling exercises. In another we see constructed from the beginning real useful articles, as nail boxes, sleds, taborets, coat hangers, foot stools, book racks, etc., which require the use of the same tools and involve the joint, boring, and chiseling, as in the former exercises. In technical courses one school will have produced *simple models* involving the use of machinery and a knowledge of the properties and working of materials as the chief or only manual work. Another school in the same length of time will have the pupils make a gas engine, power lathe, motor, or some other complete machine. This also gives a knowledge of machinery and the properties of materials, and in addition furnishes a *feeling of reality* which one gets in real work. I believe this feeling of reality is the thing that holds pupils in school, and where it is absent there is a great exodus from the schools in search of it. My experience is that there is not the enthusiasm, the effort, the training, the power, coming from making a mere model joint as there is from making a joint that means a useful box for mother or sister or the home. There may be more dexterity acquired if the pupil is forced to keep at a joint model until he makes a cabinetmaker's specimen; but one of our great mistakes in industrial work is the overemphasis of perfection and the expectation that the immature child will produce a specimen of equal finish to that made by a mechanic with years of experience. The educational value ceases long before perfection of product is obtained. Even in mathematics and regular school subjects we can carry the idea of thoroughness (I do not mean exactness), to the point of stupidity and arrested development. But the fact is universal that a child will make a better joint in some useful article than he will in the mere model at the first trial.

In either case the result will depend very largely upon the exactness of his drawings.

Both these types of technical courses aim to reveal to pupils their powers and aptitudes and guide them in settling upon a life work. Both aim to make pupils familiar with the simpler laws and principles governing mechanic arts. Both aim to develop accurate workmanship and teach proper use of tools and machinery. Both aim to give a practical working knowledge of metals and materials in different conditions. Both aim to give self-confidence and a consciousness of ability to do things.

But the one teaches drawing for the one purpose of teaching the general principles of drawing; forging simply for teaching how to work iron—to anneal, draw out, bend, etc.; machine shop practice simply for learning the manipulation of machines and materials; manual dexterity is given great emphasis. Application, wherein comes the scientific, technical, and reality elements, is slighted.

The other does nothing that does not connect with what follows and finally leads to some useful product. Design, drawing, and construction are seen by the pupil not as separate subjects but as means making toward a common end. From the birth of the idea to its expression in metal, the drawing keeps pace and forms the means for the intelligent development of the process. Drawing alone is useless; it is its application and relations that make it vital and practical. In forging, mere exercises are dispensed with, and the child may make a drawer-pull or door handle involving not only drawing out but bending, upsetting, splitting, and twisting. He will forge tools—punches, chisels, etc., for his own use later in the machine-shop. The pupil may get more dexterity from mere exercises (I am not sure as to that), but there will be less thought in the work and little training in *initiative*. He may be more of a tradesman but he will be *narrow*. He will not be made to feel the need for a *wider education* in science, mathematics, etc.—the need for a *broader* outlook to make his technical work of most service. It is application alone that gives this important state of mind. Industrial education is not the mere encouragement of specialization. Industrial education does not consist in substituting hands for brains; or cultivating the hands at the expense of the brains; it consists in putting brains into hand-work, or to put it differently, it consists in training that part of the brain which is developed only thru muscular activity. Technical courses must not be confined to hand-work. At least one-half, better, two-thirds of the work should involve applied mathematics, applied science, applied economics, commercial geography, English, etc. Technical courses, if of the right sort, will improve our other courses by making the mathematics, science, etc., take on a more serviceable and vital force. We will come to deal with actual life problems in the school. The teaching of technical work, mathematics, science, drawing, and English, to-day has a too pronounced formal discipline cast.

In the type of course which I am advocating, the value of each thing made lies in the fact that it has a definite purpose in the later work and life of the pupil. The child puts into his product the value that comes from the *human element* when he is working with interest upon some real thing.

In most cases in Altoona the pupil chooses at least the chief objects that he is to make, subject to the approval of the instructor. We believe that individuality of interest and ability is a vital consideration in all industrial work. The pupil sees his own work as differing from the work of his fellows, and he is made to feel a pride in his *own creative power*—a point worth considering seriously.

Here, in America, the *expression* of individuality stands in strong contrast to the *subjection* of individuality in the Orient. Here the things thought of are free thought, free speech, free action, free press, representative government; there the things thought of are absolute rulers, priests, caste, codes of etiquette, etc. Our schools and courses as the reflection of our national ideals and life demand fullness of individual growth. The individuality of the West stands for activity and growth and change to meet new conditions, while the East stands for passivity and conservatism.

To lead to the best results, industrial work should begin in the kindergarten, and extend thru all of the grades to the completion of school life. Mechanical drawing and knife work can well begin in the third and fourth grades in the regular school-rooms. Shop work should begin in the fifth or sixth year and continue thruout the course.

We can't raise a cedar forest in a greenhouse; we can only play at it. To provide for successful shop instruction and work in the high school we must have a real shop, real machines, make real things. I do not believe in piece work as an educational practice. "Present industrial organization and specialization requires the endless, monotonous, machine-like repetition of manipulations with its mind-benumbing and fossilizing influence, producing a human automaton. And this condition would be aggravated by the turning of the high school into a trade school when, on the contrary, the high school ought to furnish such an intellectual basis that it will help its possessor to overcome the evil effects of narrowing trade activity."

Many shop foremen will say if you expect to prepare young men for the foundry they must give their full manual training time to the foundry. They ridicule the idea of passing pupils thru the several shops in the course of four years' time with only ten recitation (seven and one-half hours), hours a week. Nevertheless, I am satisfied that is the thing to do, and it will produce and is producing broader men than the average foreman of to-day.

The Pennsylvania Railroad Company pass their special apprentices thru the different departments, shifting as the officials may direct. Thus they are training more all-round men and producing skilled workmen. During the past year in the Altoona shops the plan of shifting the foreman from one department to another has been instituted.

The mitigation of the incapacitating effect produced by monotonous repetition is being regarded more and more as an important industrial question. This problem has a twofold aspect. The one affects the life and social character of the worker, and is therefore of vital interest to society; the other concerns the efficiency of the worker, and has an economic bearing upon the work of the shop or institution. The average foreman has no interest in the work of any other department, and to some extent has become indifferent to the general product of the shop. This question has an important bearing upon the nature of our technical courses. When great industrial plants deem it to their interest to broaden the men in their employ, even by shifting their experienced foremen, the last frail prop has been knocked from the theory that we should keep pupils working at one narrow line in order to make them more expert. *Richness of thought and an enlargement of interest is paramount to mechanical dexterity.*

No one will pretend that a boy in four years in a high school shop will learn enough to enable him to start out at once as master-mechanic, or even foreman, but he will be a pretty good specimen of an apprentice, and the Pennsylvania Railroad Com-

pany recognizes that in Altoona, by starting him on a higher wage scale and advancing him a year or more in shop work. He has, of course, but taken *general measurements, plotted out the subject, and driven the general boundary stakes*, but he is in a position and condition to get down to details when he connects with a job. *Manual dexterity is of minor importance to industrial intelligence*; and we must not lose sight of the fact that a high order of *thinking* is a vital resultant of any successful technical course.

The technical course should not aim to teach a trade, altho the plant and equipment can well be used in the evening for helping tradesmen to a better understanding of their work. Our evening schools should pattern after the continuation schools of Germany as closely as possible. "While the need for trade education is great, it should be treated as a special pedagogic subject in connection with the operation of apprenticeship." It is not so many years ago that vocational training was provided for by a system of apprenticeship. Even the doctor learned his art from the office of another physician, and the lawyer from the office of another lawyer, the shoemaker from another shoemaker, etc. Now, this can not be done, and the school must assume the responsibility of bringing the high school boy into contact with the various industrial methods that invite him to learn the use of hand and machine tools, and to become familiar with appliances for generating and distributing power. The up-to-date technical course will give the pupil schooling in applied science.

The school has gradually been forced to take on these cast-off functions of society and the home. As a result of prosperity we have created a demand for beautiful things in the home. The World's Fairs have demonstrated to nations that attention to drawing and art in the schools is necessary to hold the balance of trade in these articles. France to-day produces most of the artistic things because she has for years recognized the practical worth of drawing and art, and has not permitted the drawing in the schools to become formal exercises on unapplied principles, or simply a Worcester sauce to make more palatable the other daily subjects.

There is another phase of technical work that should be noted; viz., community work. In a prominent school in one of our large cities, if, for example, bench hooks are to be made, one child will make just the cross pieces, another will saw the boards, another will put in the screws, etc. This is sticking to primitive conditions with a vengeance. The principle of community work of this sort is bad. A few years ago I had a pair of shoes made in less than thirty minutes from the time I selected the skin. Thirty-two people took part in making the shoes, not any one of whom could make a pair alone. It is not unskilled, cheap labor of this sort that we are aiming to produce. Specialization in industrial work of the modern factory type produces unskilled labor. The man who can run but one machine, make but one little part of a bench, hook, or shoe, is not in a position to-day to support a family under proper ethical environment and conditions. Further development of the industries of this country will not come from unskilled labor.

It strikes me that industrial and technical education is a question of considerable importance to the State. New Jersey has recognized this for a number of years by subsidizing industrial work to an extent equal to local taxation or donation for the purpose. If a community raises \$5,000 for the purpose, the State will give an equal sum from a special State fund (\$5,000, however, is the yearly limit to any one community). This enables the

State to supervise and demand that industrial work be of the right sort.

After provision has been made for the bread-winners, we must not forget the bread-makers and the home-makers. Two years in cooking, one in dressmaking, if preceded by sewing in the three or four higher grades of the grammar schools, and one year of work in household duties will furnish a good general technical course for girls.

And, after all, it is not so much what a course or plant is as what it accomplishes, that counts. Some of the very best homes in this country are

unpretentious establishments. It does not matter so much whether the eye rests upon a flower-graden or a cabbage-patch; it is the heart that makes the home precious, and it is the only thing that can. Some of the best science work done to-day is found in small laboratories where most of the apparatus was made by the pupils; some of the best technical work can be found in inexpensive shops where the work benches and even the machines are made by the pupils. Of course, in extent, in a plant largely home-made, the work is limited, but what is done has the right ring to it, it is not counterfeit.

Some Phases of a Teacher's Relation to Her Work.

By SUPT. GEORGE MORRIS, Bloomfield, N. J.

[Outline used at a general teachers' meeting by the Superintendent.]

Some of the chief relationships assumed by the teacher when she signs a contract to teach may be summed up briefly as follows—to the Board of Education, to the superintendent, to principals, to parents, to pupils, to the community, and to the State.

To the Board.

The relationship to the Board of Education, altho of a business nature, is an important one, because it brings with it all the other relationships enumerated. There should be no attempt made to eliminate any one from the group, nor should the teacher permit herself to disregard any one of them; for the better they are all sustained, the more satisfactory will the work of the teacher be to school board, superintendent, principal, patrons, and to herself.

To Superintendent and Principal.

The relationships to superintendent and to principal are much the same. There should be a feeling of freedom on the part of the teacher to go to both superintendent and principal for consultation and advice. The teacher should recognize that in a system made up of a number of different schools there must be a certain degree of uniformity. There must be a general plan which is usually formulated in a course of study.

We have but a very rough outline here at present, yet if it is followed with care on the part of the teachers the work will be uniform thruout our system. The teacher should make a careful study of the course of study, and adopt with much care the work outlined to the classes under her charge—not looking ahead for a few days or a few weeks only, but developing a plan which will cover practically all the year. In working out and formulating this plan there will undoubtedly arise many questions that should be talked over with the principal, and a twofold advantage results: first, the principal gets a pretty definite idea of what the teacher is going to do; second, there is established a sympathetic relationship between teacher and principal. It develops the idea of pulling together which is so helpful to both. When these conditions exist, the question of the loyalty of teacher to superintendent, principal, and the entire system will never be raised.

To Parents.

The relationship to the parent is one that is not cultivated as much as it should be by teachers. One of the most successful teachers I ever knew visited regularly the homes of every pupil in her class. She became well acquainted with every mother, and in some cases fathers, too, and her

visits seemed to be enjoyed by all. She secured the hearty co-operation of the parents by showing them she was interested in their homes and in what they were doing, as well as in their children. This teacher kept under good control and secured good work from pupils whom other teachers pronounced incorrigible.

It is a great help to know the conditions surrounding the pupils at home, for this knowledge will throw much light on the conduct of the pupils at school, and often develops a sympathy which will do more for the uplifting of the child than the scathing, stinging rebukes which might otherwise be given.

To the Pupils.

Much has been written and said upon the relationship of the teacher to the pupils. It is a serious matter, for the making or the marring of a life is ever at stake. I sometimes wonder if we realize as fully as we should the great part we play in the molding of the characters of our boys and girls.

To my mind, the relationship between teacher and pupil should always be as pleasant, friendly, and cordial as it is possible to make it. The pupils should be treated with consideration and courtesy, and where this is done there is seldom any cause for complaint as to the treatment accorded the teacher by the pupils.

The spirit of fairness and justice should ever be in evidence. Who is quicker to detect and to resent an injustice than a schoolboy or a schoolgirl?

Some of the most successful teachers I have known have been more a companion than a teacher to the pupils outside of school hours. By entering into and becoming interested in the games and recreation of the pupils the teacher can do much toward getting in that sympathetic touch which is so helpful to both teacher and pupil. On the playground, or during a pleasant ramble, characteristics of pupils are sometimes brought to our attention which would never come out in the school-room, and which throw great beams of light on some of the class-room happenings that have puzzled us. Then, too, the pupil sees the teacher from a different point of view and often sees or learns something which greatly strengthens the bond of friendship between the two.

We must not expect our boys and girls all to be good always. Since the day the first school-room door was opened there have been a few boys and girls in each class who have caused their teachers much more anxiety than the rest. In most cases these pupils are not really bad, but they are troublesome. They are passing thru a period of their lives when they feel very little responsibility, and they are usually thoughtless and heedless, altho

they are apt to be among the most kind hearted. Some teachers find these pupils among the most interesting in the class, while to others they are a continual bugbear. But are they so different from what we were when we were boys and girls? Let us frequently recall the experiences of our own childhood, for by so doing we shall be more in sympathy with the boys and girls whom we may consider hard to manage. When we read in the "Real Diary of a Real Boy" how Beany Watson, Pewter Purrington, Chich Chickering, and many others were constantly getting into trouble only to meet with isolation in the wood box, or to feel the sting of the rod so well wielded by the gentleman known to them as "Old Francis," we realize more fully that the boys of this generation are much the same as the boys of a few generations ago, and that the teacher of days gone by had practically the same problems to solve as we have to-day. In a way, the solution was sought in the early days along lines similar to those we are working along to-day, for in some measure at least we appeal to the feelings of the boy, and we all know by hearsay or by actual experience, of the strong and effective appeals frequently made to the same source by the schoolmaster of only a generation ago.

Occasionally a pupil is described to the superintendent as not having any aim in life, as not being fit to associate with the other pupils, as being the cause of all that goes wrong in the class, as being, in short, an utterly hopeless case and one not worth bothering with longer. Here is the place where the superintendent and the teacher usually disagree. In the opinion of the former this is the pupil who should receive the most careful study and attention. Antecedents, home conditions, and influence of companions outside of school hours should be carefully looked into and an attempt made to counteract influences working against the uplifting of the pupil. A sympathetic interest in the life of the pupil outside of regular school hours will often discover the good which usually is found under the seemingly rough and uncouth exterior. Reach the heart of your boys and girls with love and you can lead them wherever you will.

Only a short time ago one of our teachers had a boy in her class whom she had tried to win in many ways, but she could not seem to reach him. She was on the verge of despair and about to give up when she thought of trying the plan of having him stay to assist her with some work after school. She invited him to remain, treated him very kindly, and made him feel that he was really some good in the world after all—that he was really helping her. The invitation was repeated a few nights later, and was gladly accepted. Again the boy did work that was really a help to the teacher. While the work was under way the boy told the teacher that she and one other teacher were the only ones who had ever liked him. See how a little kindness, interest, and love touched the heart of that boy and were the means of raising the veil of mystery and indifference that had hitherto enveloped him! His former teacher had evidently made a mistake in the treatment of that boy, and he had received the impression that they were simply heartless taskmasters goading and driving him to the completion of each day's work.

What a conquest that was for the teacher! The satisfaction and pleasure following the feeling that the boy had been won for a higher and better life were well worth all the trouble taken.

If you have pupils of this type in your class please ask yourself this question: Am I doing all I can for my troublesome boys and girls?

To the Community and the State.

The community and the State together supply

the funds necessary for the building and equipment of schools and the payment of the salaries of the teachers. It is evident then that there is a business relationship existing between the teacher and these two institutions. They expect and they are entitled to our best efforts. No one will deny that the future of both depends largely upon the product of the public schools. If we succeed in sending out boys and girls who grow into useful and intelligent citizens with ideals of morality that measure up with the highest standards, it will be readily conceded that we have performed our part well and satisfactorily.

Schools Are too Superficial.

[Leslie's Weekly.]

The course of study in our high schools includes so many subjects that they cannot be thoroly taught, and so much that is needless is required of the pupils that to the hours of confinement in school they have to add hours of study at home. A radical change is imperatively needed. No pupil should have so many studies that they cannot be thoroly mastered. No pupil should have to imperil health by hours of study daily at home. The high school should not aim to teach everything. The course of study is loaded up with impracticable non-essentials unfitted to either develop or inform the mind. Less time and strength should be wasted on fads, theories, and technical specialties that must be so superficially taught as to be valueless. The greatest opportunity open to educators to-day is to thoroly reform the high school curriculum. The changes needed cannot be wrought by individual teachers. They are themselves in the grip of a system that has gradually grown worse instead of better.

We have strong convictions on this subject, the result of somewhat careful observation and investigation. We are glad that there bids fair to be a healthy agitation of it. We commend the December grand jury of Kings County for making a careful examination of the methods of the Brooklyn high schools, and for demanding that the course of study in the higher grades be thoroly revised and that home study by the pupils be not required. They found that the course of study now required of a sixteen-year-old pupil was much more exacting than it was a few years ago, and that many pupils had to study from eighteen to twenty hours a week at home, and even then failed in their examinations. In his recent address before the meeting of Associated Academic Principals, at Syracuse, President Hadley, with characteristic clearness and force, emphasized the need of courses of study including only a few subjects, which should be thoroly mastered by the student.

Superficial smattering is not liberal culture, and it is a poor preparation for either citizenship or business. The essential need is such changes in high school courses that pupils of ordinary ability can acquire them thoroly without having to study in hours that should be devoted to rest and recreation. These changes will inspire teachers to better work, for they will feel that they are really accomplishing something.

The Italian Government issued instructions that the Directors of all schools explain to their students on Washington's Birthday the meaning and importance of the celebration of this day in the United States.

The instructions closed with these words: "All civilized countries must aspire to peace as their supreme aim."

The Massachusetts Teachers' Annuity Guild.

By PRIN. EUGENE D. RUSSELL, of the Boston Classical High School.

[Paper read before the Twentieth Century Club of Boston.]

In 1893, at the request of teachers representing eight cities and towns of Eastern Massachusetts, the Massachusetts Teachers' Annuity Guild was incorporated under the State laws, with a Constitution approved by the Commissioner of Insurance. Their purpose was to establish a fund from which annuities could be paid to its members when incapacitated by age or infirmity for further service. Its promoters reasoned that if a considerable number of the teachers of the State would pay a small amount each year, such a fund could be established, and that the existence of this fund would attract the attention of many people of means, who would be glad of the opportunity to contribute to it. They next reasoned that the system of management must be the simplest possible, to the end that office expenses and salaries should not consume the income. From this purpose resulted uniform assessments and uniform annuities, also voluntary service of all officials except the Financial Secretary. On joining, the member is assigned according to his preference to one of three groups, paying, respectively, \$15, \$11.25, and \$7.50 a year as dues. Every member paying \$15 receives on retiring the same annuity as every other paying \$15, and just twice as much as one paying \$7.50.

That the annuity might, in part, represent the savings from years of plenty, that the proposition might interest the mass of teachers who are in large majority young in service, and that no one should be tempted to put off joining the guild until he had premonitions of failing health, the provision was made that no one should be eligible to membership whose term of service exceeded fifteen years, and to remove the same temptation from those who were eligible, it was provided that seven years must elapse after joining before a member otherwise entitled to an annuity could receive it.

Next came the provision that all should pay for their annuity with approximate uniformity. So while none are denied the annuity only those who have paid the equivalent of thirty assessments can receive the full annuity; from all others twenty per cent. of the annuity is reserved, and returned to the treasury until the thirty payments are made up and they receive the balance. Here it should be noted that the annual assessment of annuitants is one and one-half per cent. of the annuity.

The founders of the guild were wise enough to avoid the rock on which all so-called mutual benefit societies are wrecked, sooner or later, *i.e.*, promising to pay beneficiaries a fixed amount, which is raised by special or extra assessments. They made the provision that there shall be no extra assessments, which is accomplished by taking away the one cause of extra assessments, the payment of the fixed benefit and providing that the annuity fund for each year, no matter what it may be, shall be divided pro rata among the annuitants.

The sources of the revenue of the guild are the annual dues of members, the income from investments, and contributions by an interested and sympathetic public. The revenue from these sources is distributed among the funds as follows: Fifty-five per cent. of assessments and the entire income from investments constitute the annuity fund which is divided annually among the annuitants. Last year it exceeded \$12,000 for the 130 annuitants. Forty per cent. of assessments and all donations go to the permanent fund, which now

amounts to \$100,000, safely invested in first mortgages on real estate, and so carefully and conservatively has this fund been invested that the guild has never lost on an investment and now has on its hands no property by foreclosure, while it has the major part of its fund drawing five and one-half per cent. interest. The remaining five per cent. goes to the expense fund.

The strong features of its system are:

First, the exemption of members from extra assessments.

Second, the absence of a salary list (there is only one officer receiving a salary).

Third, the cordial support from the outside.

Donations and bequests have already amounted to over \$25,000, and the amount from this source is bound to increase as the beneficent purpose, the sane organization, and the businesslike management of the guild become known to the benevolently disposed; and, fourth, to the fact that the annuity is of the nature of an insurance against loss of income, which must, to be sure, be paid for, but at a rate reduced by the amount of the income from donations. By these provisions the interests of the active and younger members and the interests of the annuitants are both conserved. The former will never be called upon to pay an annual assessment larger than the first, or extra assessments, and the latter will always receive an annuity greatly in excess of the usual returns from insurance. Altho this will naturally be small, while dependent chiefly on the dues of its membership, still, with only one-fourth of the permanent fund a gratuity, it amounts this present year to \$138 for the annuitant, who was in the \$15 group while active, that is, a member who has paid an initiation fee of \$3 and thirty assessments of \$15 each, amounting in all to \$453, is receiving on this investment over thirty per cent. As liberal as this is as an investment, still it is not an opulent income. To increase this amount an appeal is justly made to a public that appreciates the great work the public school teachers are doing, to assist them in their attempt to make the declining years of those who are now out of service of the public endurable, if not happy.

Recently meetings have been held in many places in the interests of the guild, in which men of prominence at the Bar, in the pulpit, in commerce, and in politics have approved the guild and advocated its extension.

Lawyers of acumen have examined the constitution and pronounced its provisions not only safe, but admirably suited to its purpose. Men and women whose names are associated with every good work, including Charles W. Eliot, Henry L. Higginson, Mrs. Richard Cabot, Mrs. Mary Morton Kehew, Samuel B. Capen, Albert E. Winship, Carroll D. Wright, John L. Bates, William Lawrence, George A. Gordon, George H. Martin, Thomas B. Fitzpatrick, Frederick P. Fish, and A. Shuman, have indorsed the guild, and approved of the principle of annuities.

A bill has been introduced in Congress to appropriate \$100,000 to enable the Secretary of Agriculture to establish demonstration farms, to investigate farm practice, and to start systems of improved farm management thruout the United States. The money is to be expended under the direction of the Secretary of Agriculture.

"Parents' Duty to Catholic Schools."

THE ROMAN CATHOLIC POINT OF VIEW, AS SET FORTH BY ARCHBISHOP ELDER, OF CINCINNATI, IN A LETTER ISSUED TO THE CLERGY AND LAITY OF HIS ARCHDIOCESE REGARDING "THE OBLIGATION OF PARENTS TO PROVIDE A CATHOLIC EDUCATION FOR THEIR CHILDREN."

The Archbishop decrees that in places where there are Catholic schools parents are bound, under pain of mortal sin, to send their children to them—not only those children who have not made their First Communion, but also those who have received the sacraments. The failure to send children to a Catholic school is a matter of accusation in confession, the letter states, and confessors are forbidden to give absolution to parents who, without permission of the Archbishop, send their children to non-Catholic schools. No child is to be admitted to First Communion who has not spent at least two years in a Catholic school.

After laying down some general principles on the matter of education and quoting from letters of Pius IX. and Leo XIII., Archbishop Elder gives the following rules for the government of priests and people:

"These pronouncements of the Holy See are the law for all. The legislation of the Third Plenary Council of Baltimore is based upon them. It is evident, then, that the doctrine of the Church, which it would be erroneous, scandalous, and even savoring of heresy to contradict, is that to attend a non-Catholic school constitutes usually a grave and permanent danger to faith, and that, therefore, it is a mortal sin for any parents to send their children to such a school, except where there is no other suitable school, and unless such precautions are taken as to make the danger remote.

"In applying this teaching to practical life, there are difficulties. We often meet with parents who object to sending their children to Catholic schools on account of certain features which they dislike or who prefer non-Catholic schools on account of certain advantages. They claim that if they take due precaution to have their children properly instructed and brought up in piety they cannot justly be interfered with. But such a claim cannot be permitted. This is a religious question, and is, therefore, within the sphere of the Church authority. In such questions it belongs to the Church to pronounce on the principle involved. It is the office of the Bishops, as the Third Plenary Council of Baltimore teaches, to judge both of the alleged necessity and of the sufficiency of the precaution. This is a matter, then, which lies within the jurisdiction of the spiritual power, and it is far from the true Catholic spirit to decide such a grave question for one's self.

"Moreover, there is another aspect of the subject which shows still more clearly how necessary it is to abide by the judgment of the Church. It is almost impossible for a Catholic parent to send his child to a non-Catholic school anywhere in the country where there is a Catholic one without causing scandal. That is to say, such action suggests to other Catholic parents to do the same; it has the appearance of religious indifference, and it tends to break down the strictness and firmness of Catholic faith. It is, therefore, nearly always a very grievous scandal, especially when the parent in question is a person of some standing and influence. Now, an action which involves scandal of this kind can only be justified by a very grave necessity. It is the duty of the parent, therefore, to take the judgment of the Church, both upon the possible extent of the scandal and the reason for risking it. The foregoing principles justify us in laying down the following rules:

"1. In places where there is a Catholic school parents are obliged, under pain of mortal sin, to send their children to it. This rule holds good, not only in cases of children who have not yet made their First Communion, but also in cases of those who have received it. Parents should send their children to the Catholic school as long as its standards and grades are as good as those of the non-Catholic school. And even if there is no school attached to the congregation of which parents are members, they would still be obliged to send their children to a parochial school, college, or academy if they can do so without great hardships either to themselves or to their children.

"2. It is the province of the Bishop to decide whether a parish should be exempted from having a parish school, and whether, in case there be a Catholic in the place, parents may send their children to a non-Catholic school. Each case must be submitted to us, except when there is a question of children living three or more miles distant from a Catholic school. Such children can hardly be compelled to attend the Catholic school.

"3. As the obligation of sending a child to a Catholic school binds under the pain of mortal sin, it follows that the neglect to comply with it is a matter of accusation when going to confession. We fail to see how fathers and mothers who omit to accuse themselves of this fault can believe that they are making an entire confession of their sins.

"4. Confessors are hereby forbidden to give absolution to parents who, without permission of the Archbishop, send their children to non-Catholic schools, unless such parents promise either to send them to the Catholic school, at the time to be fixed by the confessor, or at least agree, within two weeks from the day of confession, to refer the case to the Archbishop and abide by his decision. If they refuse to do either one or the other the confessor cannot give them absolution; and should he attempt to do so, such absolution would be null and void. Cases of this kind are hereby numbered among the reserved cases from September 1, 1904.

"5. The loss of Catholic training, which the children suffer by being sent to non-Catholic schools, must, as far as possible, be counteracted. Wherefore, we strictly enjoin that diocesan statute No. 64 be adhered to: 'We decree that those who are to be admitted to First Holy Communion shall have spent at least two years in Catholic schools. This rule is to be observed also by superiors of colleges and academies.' This statute was enacted in our Synod in 1898, and we regret that it has not always been observed. The necessity of complying with it is evident. It is difficult to properly prepare for First Communion even the children who have always attended Catholic schools, and it is simply impossible to do so when the children are allowed to go to non-Catholic schools up to a few months before they are to make their First Holy Communion. Pastors, superiors of academies, and colleges are admonished to observe this regulation. No exception is to be made to it without our permission. In places where there is no Catholic school, pastors will confer with us as to the provision which should be made for the instruction for First Communion.

Objections Raised to the Bible in the Common Schools.

By SUPT. W. J. SHEARER, Elizabeth, N. J.

For years there has been a concerted effort made to prevent the reading of the Bible in the public schools. In spite of persistent efforts, but little has been accomplished by those who have used every possible means to accomplish their questionable end. Nevertheless, it may be well for those interested in the public schools to consider some of the objections raised.

Many say their objection to the use of the Bible is because it teaches the creed of some other sect. This the public schools have no right to teach. However, the ministers of all denominations must acknowledge that the portions which tend to teach the doctrines of any sect are so few that they might be entirely omitted without being missed by the majority of those who read. None will deny that if the portions objected to were left out it would in no way effect the teaching of those things which all acknowledge as of vital importance to the welfare of the individual and the State.

Those who object most strongly to the use of the Bible acknowledge that their objection to the public schools would be none the less persistent even if their own particular version should be read in the schools.

Another frequent objection to the use of the Bible, is that there are parts which should not be read in any school. The claim made is that many teachers, either because of ignorance or because of lack of forethought, do read these portions. This is a reasonable objection, and every teacher worthy of the name should carefully select those portions which contain lessons best fitted to aid in moral development. Several books of selection especially suited for schools have been prepared. These contain nothing objectionable to any sect.*

The United States as a Christian Nation.

This is a Christian Republic. Judge Story, one of the highest authorities states: "There never has been a period in which the common law did not recognize Christianity as lying at its foundation. It repudiates every act done in violation of its duties of perfect obligation. It pronounces illegal every contract offensive to its morals." He might also have said that it forbids the blasphemy of God, the interfering with His worship, and the breaking of the Sabbath. He might also have called attention to the fact that the conscience of every public servant from the President of the United States to the very lowest official is bound by an oath which recognizes the Supreme Being, while the Constitution itself was established "In the Year of our Lord 1787."

As Daniel Webster said, "There is nothing we look for with more certainty than the general principle that Christianity is part of the law of the land. The dead prove it as well as the living. The generations that have gone before speak it, and pronounce it from the tomb. We feel it. All, all proclaim that Christianity, independent of sects and parties, that Christianity to which the sword and fagot are unknown, general, tolerant Christianity, is the law of the land."

Under such circumstances surely no reasonable person can object to the proper use of the Bible even tho it may be possible to teach moral truths without its use. Certainly there is no community in this land where even a small number will object to re-enforcing moral obligations by an appeal to the Bible as the foundation of obligations and duties. Let any community see that moral training may be made more effective by the right use of the Bible, and the Bible will never be taken from any school.

*The Macmillan Company, N. Y.

The Bible.

Is it not true that the Bible is the only single book that could furnish laws for any nation, and make certain the nation's greatness and the happiness of the individuals who form the State? Does it not contain everything needful?

It gives directions to all, from the President down to the children of the most humble citizen. It gives instruction and advice to all in public station, as well as to all those in the home. There is no position in any country that will not be filled better by following its advice, for it defends the rights of all and points out the results of unjust treatment. There is scarcely a matter of debate which it cannot settle.

It keeps before us at all times the duty of doing right and avoiding wrong. It condemns folly and makes the foolish wise. It helps us to detect faults and to refute error.

It is not only the oldest book but the best book; for it teaches us not only how to live, but how to die. To understand it is the highest wisdom; to be ignorant of it, the greatest ignorance. It encourages all in every station. All children who can read, can understand its admonition to do unto others as they would that others should do unto them.

If regarded merely as a literary production, it excels the works of the greatest masters for elaborate finish, for figures of speech, for majesty and sublimity of thought. Not in all other books put together do we find so many high sentiments which tend to make life worth living.

If the Bible is all this and a thousand times more, who can give any good reason for saying that the twenty million boys and girls in our public schools should be deprived of the untold and unmeasured comforts and blessings which it has in store for each who is willing to receive its admonition and consolation?

Schwab to Train Boy Workers.

Charles M. Schwab, of the Bethlehem Steel Company and organizations, has a plan for training American boys to become the world's famous makers of steel in all branches. He offers an opening to three thousand boys to enter the great mills at Bethlehem. He declares that if they will do as he says, and as he has done, they will become experts, with a full knowledge of the iron and steel business.

A great technical school will be opened in connection with the steel works. Among the trades to be taught are brass molding, iron molding, the laying of fire brick, electric wiring, care of dynamos and batteries, electric motors and machines, steam fitting, armor plate, and projectile making.

One course in which even the men who are now trained must receive instruction is in the manufacture of gray structural iron. This does away with the riveting of iron for bridges and skyscrapers. It was invented in Germany. With structural iron, buildings can be made much cheaper and also lighter and stronger than with riveted construction.

Mr. Schwab proposes to erect an immense new machine-shop for making the finer grades of tools. It will cost \$2,000,000.

According to President Johnston, of the Bethlehem Steel Company, America has no equal in heavier steel work. In making the finer articles, Germany stands at the head.

The German superiority is due to Emperor William, who has encouraged manufacturers. He has also done much to encourage the training of boys in technical schools.

The World We Live In.

A weekly department of significant general news notes, conducted by C. S. Griffin, editor of *Our Times* a model weekly newspaper which is used by many schools for the study of current events.

The original manuscript of "Hiawatha," Longfellow's famous poem, has been on exhibition at the National Arts Club, New York. It was loaned by his daughter, Miss Alice Longfellow. It was written in pencil, fifty-two years ago. It consists of over 350 closely-written pages, octavo size.

It is thought that the sunken steamer *Larchmont* may never be found. The soundings in the waters where she disappeared show a depth of from twenty to twenty-five fathoms.

A reception was held at the Japanese Consulate in Hawaii, on February 24, in honor of Admiral Tomioki and the officers of the Japanese training squadron now there. Many leading citizens of Hawaii attended.

Ex-Governor Frederick Holbrook, of Vermont, recently passed his ninety-fourth birthday. He is the oldest living ex-Governor of a State, and the only living war Governor. He still enjoys excellent health, is keenly interested in what is going on in the world, and drives out every day regardless of the weather.

In 1904 there were 46,653 miles of public road in California. Of this, 5,843½ miles were surfaced with gravel, 418½ miles with stone, and 2,541½ miles with oil, making in all 8,803½ miles of improved road. A comparison of mileage with population shows that there was one mile of road to every thirty-one inhabitants, and one mile of improved road to every 168 inhabitants.

Mr. J. Pierpont Morgan is said to have purchased seven paintings by Van Dyck, for \$500,000. He obtained them from the family of the Marquis of Cattaneo, which possessed fourteen canvases by Van Dyck. The Italian Government may forbid the paintings to be taken out of Italy.

The oldest survivor of the crew of the old ship *Constitution*, Moses D. Webber, of Salem, Mass., is eighty-seven years old. He served on *Old Ironsides* when she still carried her original battery of forty-four guns. Mr. Webber was born in Boston, February 1, 1820, and began his life on the sea at the age of twelve. In 1835 he enlisted in the navy, and soon after was assigned to the United States frigate *Constitution*. He retired in 1863, and going back to Salem became engineer in a leather factory. He has been retired from active work for several years.

Severity to Revolutionists.

Word has reached this country that General Paredes, head of the revolutionary forces in Venezuela, was recently captured by the Government forces, and with eighteen of his followers was shot in the town of Barrancas.

The execution is said to have aroused public indignation all over Venezuela. The people are terrified at the severity of the Government.

This is the first execution in the country since the days of General Blanco, who was Dictator of Venezuela for thirty years. The Government has published a manifesto maintaining that Paredes fell in battle, but the people know better.

General Paredes was thirty-eight years old. He had figured in many revolutions.

The Cost of Living.

A writer who has been making comparisons on the cost of living, says that on November 8, 1903, the cost of living had increased thirty-seven per cent. since 1897. Since 1903 prices of foods have continued to advance, until in November last the cost of commodities had reached the highest price since February, 1884.

R. G. Dun & Co. have published figures showing that the cost of living, exclusive of rent, in the United States, in 1897 was \$72.45 per capita, and in 1903, \$99.45; these figures are based upon the wholesale cost of living necessities. The Dun figures for December, 1906, show that these costs have grown to \$108.17 per capita per annum. In other words, your dollar to-day is worth only ninety-one cents when compared with your dollar in 1903, and only fifty-four cents when compared with your dollar in 1897.

War Between Honduras and Nicaragua.

War has been formally declared between Honduras and Nicaragua. If hostilities spread, the State Department at Washington may ask the Navy Department to send more vessels to Central American waters.

Public opinion in Central America is in favor of the friendly intervention of President Roosevelt and President Diaz to end the war.

Steel Rails for Japan.

A cablegram was received in New York on February 23 from the Japanese Government. It called for the immediate shipment of the largest amount of steel rails ever sent to the Far East. Fifty thousand tons of steel rails were ordered from the United States Steel Corporation. For these, twenty-eight dollars and fifty cents per ton will be paid at the mills.

The rails will be used in laying the first sections of the railways to be laid in Manchuria by the Southern Manchuria Railway Company. All the large contracts for locomotives, cars, etc., are to be placed in the United States.

Before the Manchurian system is completed, these contracts will probably amount to \$15,000,000.

Sub-Treasury Theft.

One of the largest thefts from the United States Treasury on record was lately discovered in Chicago. The sum of \$173,000 was stolen from the Sub-Treasury there during the week beginning February 17.

The money disappeared from the cage of the assorting teller. It was in large bills of \$1,000, \$5,000, and \$10,000 denominations.

The authorities both in Chicago and Washington are working day and night over the robbery. All the employes in the office are being constantly watched.

Advertising in Berlin.

Billboards, as they are known in the United States, are prohibited in Berlin. Public advertising is confined to a system of neat pillars or columns on the edge of the sidewalk at the principal street corners or intersection. These round, hollow columns, are built of iron and wood, about twelve feet high and three feet in diameter, the exterior

having an advertising surface of from eleven to twelve square meters.

The pillars are used principally for the advertisements of theaters and other places of amusement, for the announcements of newspapers and periodicals, and official notices. They are a conspicuous feature of Berlin street life, and are consulted regularly by theater-goers, etc. Considerable artistic cleverness is displayed in the arrangement of the colored posters, which are mostly in the form of reading-matter and not pictures.

President Receives British Ambassador.

President Roosevelt received Ambassador Bryce at the White House, on the afternoon of February 25. Secretary Root was present.

Mr. Bryce presented his credentials, which were formally received.

The President and Mr. Bryce had a pleasant chat on literary matters. The Ambassador showed great familiarity with Mr. Roosevelt's writings.

Daring Engineering Feat.

Two well-known engineers have applied to the Federal Council of Switzerland for a franchise to construct a railroad from Zermatt to the top of the Matterhorn. The scheme consists of two sections.

The first section is for a cog and ratchet track from Zermatt to Lac Noir, with a tunnel thru the Hoernli Peak. The second section comprises two funiculars to the summit of the Matterhorn. The whole system is to be worked electrically.

The promoters will put up buildings at the summit large enough for a number of visitors. There will be one compressed air room for persons who suffer from mountain sickness. It is estimated that the railroad will cost \$2,000,000, and be four years in building.

The journey from Zermatt to the summit will take an hour and fifty minutes, and will cost about ten dollars. At present the ascent requires twenty-four hours.

The charges for guides amount to about thirty-six dollars.

New York City Bonds.

Municipalities are not to be left behind in the debt-increasing race. New York City has taken the lead. On February 1 an issue of \$30,000,000 of four per cent. corporate stock was brought out and was barely placed at par. The poor reception that this issue received bodes ill for the enormous issues that New York must float in the construction of its great water system.

The debt of New York City now stands at \$525,000,000—almost equal to that of the National Government. Its revenue of \$130,000,000 a year is far in excess of that of the National Government before the Civil War.

Japanese Ships at Jamestown.

The Japanese squadron, consisting of the cruisers *Tsukuba* and *Chitose*, left Japan on February 28 for Hampton Roads. They are to take part in the naval review at the opening of the Jamestown Exposition on April 26. The day before the squadron left home the American Ambassador, Mr. Wright, gave a luncheon in Tokio in honor of the commander, Vice Admiral Ijuin, who is also Assistant Chief of the General Staff of the Navy. Among those present was Admiral Togo, Chief of the General Staff of the Navy. Most cordial feeling prevailed. The Mikado and Crown Prince sent special

aides de camp with farewell messages to Admiral Ijuin. The squadron was escorted by two torpedo boats, with a naval band on board, to the mouth of Tokio Bay.

Stevens Resigns.

The United States Army is to build the Panama Canal. On February 26, President Roosevelt announced that all bids submitted under the recent advertisement had been rejected. At the same time the President announced the resignation of Chief Engineer John Stevens.

Three army engineers—Major George W. Goethals; Major David D. Gaillard; and Major William L. Sibert, have been ordered to Panama at once; to take up the work. The decision to place the work in the hands of the army is calling forth much criticism. There have been many vexatious delays and changes since the canal was begun. The first commission, headed by Admiral Walker, was accused of accomplishing very little. Then came reorganization. Mr. Shonts and Mr. Wallace, able and experienced railroad men, took charge. They were expected to stay until ships were sailing thru the canal. Disagreements occurred. Mr. Wallace resigned after a very short time on the Isthmus. He was succeeded by Mr. Stevens. First Mr. Shonts and now Mr. Stevens have withdrawn from what each believes to have been a thankless task. In this situation there was but one way to turn. There remained the army men, who go where they are sent and stay until they are relieved or dead, with no back talk, no complaint, and no criticism. They make no conditions, but sweat and endure in silence. They work for small pay and they seldom resign; never under fire. So at last the army is to build the canal, and now perhaps the work will really proceed.

Wheat for Russia.

During the week beginning February 10, two million bushels of wheat were bought for export to Europe. This is due principally to the failure of the crops in Russia, which is usually a grain exporting country.

Reichstag Opened.

Emperor William, of Germany, opened the new Reichstag on February 19, in the great White Hall of the palace. The Empress, attended by the Crown Princess Cecilia and many princesses of the German royal houses; was present. The Diplomatic Corps attended.

The Imperial procession entered from the picture gallery. It was headed by a detachment of the palace guard. Then came two heralds. These were followed by the bearers of the emblems of the empire on purple velvet cushions. Then came Chief of the General Staff, General von Moltke, with the imperial seal; the Minister of War, General von Einem, with the sword of state; General Adjutant von Lindegiust, with the golden orb; Field Marshal Count von Haeseler, with the scepter; Field Marshal von Halmke, with the imperial crown; and three generals carrying the imperial standard.

Then came the Emperor, in the uniform of the Garde du Corps, with the insignia of a field marshal; his golden helmet surmounted by a silver eagle; with widespread wings topped by a small golden crown. Across his cuirass the Emperor wore the broad orange ribbon of the Order of the Black Eagle; and in his right hand he carried a field marshal's baton.

The Emperor read his speech in a clear, loud voice.

Notes of New Books

APPLIED SOCIOLOGY—A TREATISE ON THE CONSCIOUS IMPROVEMENT OF SOCIETY BY SOCIETY, by Lester F. Ward, author of "Pure Sociology." This treatise deals with sociology in its practical form. It is a scholarly examination of the subject, treating the many attempts that have been made since the beginning of history to apply the principles of sociological philosophy to the needs of nations and individuals. The author divides the book into three parts—one on the movement of sociology; second, the application of sociology to human needs; and third, improvement. It is Mr. Ward's purpose to follow this work with others on Dynamic Sociology, The Physic Factors of Socialism, and The Outlines of Sociology, thereby making up a comprehensive system of Social Philosophy. The central thought that there is a true science of society, capable, in the measure that it approaches completeness, of being applied to the profit of mankind. It is an antidote to the philosophy of despair and offers a remedy for the "General paralysis that is creeping over the world." It proclaims the efficacy of effort, when guided by intelligence. In the present stage of the science Applied Sociology has made little advance during the past two decades, altho they have been years of social unrest. Every attempt to take a step forward has seemed to confirm the view that ends cannot be obtained directly, but only thru means. It has also become more and more apparent that improvement cannot be secured thru increase of knowledge, but only thru assimilation of knowledge, and that therefore the real and practical problem of applied sociology still remains the distribution of the intellectual heritage bequeathed to all equally by the genius of mankind. One of the most important elements in social improvement is the establishment of truth. The regarding influence of error is shown with the utmost carefulness. The rise of the proletariat marks the evolution of socialism. It is an intellectual, versus emotional, development. Class distinctions are wholly artificial. All practical truth is within the reach of all men. The most important knowledge of concrete facts is easily learned even by primitive man. There is a practical equivalency in races. Race differences are mainly questions of social efficiency. All races are capable of receiving all truth. In the third portion of his book, in dealing with the improvement which has actually been realized in the development of the social estate, he asserts the ethical character of all science and insists upon a greater division of knowledge amongst mankind as the final solution of sociological development. Everything rests upon universal education. At the close of the book there will be found a valuable bibliography, with critical and explanatory notes. (Ginn & Company, Boston. 402 pages. Large 8vo. Cloth. Illustrated with maps. \$2.00.) H. B. B.

GOOD HUNTING, by Theodore Roosevelt. This little book, with sixteen illustrations, is a reprint of several articles that appeared in *Harper's Round Table* in 1897. They were written primarily for young people and for such may have a permanent value in book form. The title and arrangement of matter are given on the responsibility of the publishers. In order to obtain sufficient bulk for the book the paper used is thick, and head and tail pieces are numerous. Written before Mr. Roosevelt entered actively upon his political career, as in the case of other men who have attained fame, anything that he may have done in his early years becomes interesting, altho not especially important. (Harper & Brothers, New York. \$1.00.) H. B. B.

TWENTIETH CENTURY MANUAL OF RAILWAY SERVICE, by Frederic D. Meyer. This volume contains information which will equip a young man who enters the railway service for his work in the station, freight, ticket, and baggage offices. (Rand, McNally & Company, New York. Illustrated. Cloth. 216 pages.) H. B. B.

Mr. Edward S. Ellis, the author of "From Low to High Gear," has an excellent reputation for writing within the comprehension of boys and girls, and in this book he introduces his readers to the new interest created amongst the youth of the rising generation by the automobile. Roy Hillman, is the young hero who wisely and skilfully handles the automobile of the story. Besides showing pluck and skill amongst his fellows, in the usual athletic sports of the school, he distinguishes himself on the baseball field and is an inspiring character in his home as well as neighborhood. Mr. Ellis has produced a readable story which will undoubtedly commend itself to his boy readers all over the country. There is one commendable quality in Mr. Ellis's work, viz., the tendency to preserve high ideals on the part of his boy characters, influenced by respect for truth and religion. There are eight full page illustrations by J. W. Kennedy. (Dana, Estes & Company, Boston.) H. B. B.

Frances D. Jermain, before her untimely death, had long been connected with the Toledo public library. In this position she had become deeply interested in the develop-

ment of the alphabet. By extensive reading, as well as by correspondence with leading archeologists the world over, she acquainted herself fully with the contributions of different civilizations to the alphabet as we have it to-day. The result of these studies is found in the posthumous volume *IN THE PATH OF THE ALPHABET*. It is a book which will interest the layman as well as the scholar. (W. D. Page, Fort Wayne, Ind.)

"Brevity is the soul of wit," so is a short road to a goal the safety valve of time. To one desirous of knowing stenography, Isaac Pitman's *SHORT COURSE IN SHORTHAND* will prove a most thoro exponent. The simplicity of presentation can be readily observed, and the student will appreciate the clearness of the method in which the exercises are given, step by step. This *SHORT COURSE* can be mastered without the aid of a teacher and in comparatively short time, as the conciseness and clearness of presentation conspire to assist the student in his interest.) Isaac Pitman & Sons, New York. \$1.25.)

DUTTON'S LITTLE STORIES OF GERMANY. By Maude Barrows Dutton, author of *LITTLE STORIES OF FRANCE, FISHING, HUNTING*, etc. The stories in this volume of the Eclectic Readings give a connected history of the German people, from the Cimbri and Teutons down to the present Kaiser Wilhelm. Each of the great events is, in proper succession, presented in the form of a short sketch. The subjects selected show the influence which the German people have had on the culture and progress of the world, and include such topics as Albrecht Dürer, Gutenberg's Invention of Printing, Frederick the Great, Schiller, Wagner, and Beethoven. The style is clear and simple, the subject matter attractive, and the illustrations numerous and interesting. The book will prove helpful and pleasing both for the school and the home. (American Book Company, New York, Cincinnati, and Chicago. Cloth, 12mo., 192 pages, with illustrations. 40 cts.)

Edward Du Bois Shurter has brought together, in his *MASTERPIECES OF MODERN ORATORY*, a splendidly representative collection. The fifteen speeches here given, in almost every case without abridgment, cover a wide range of subjects and interests. Each is, however, one of the best in its department of oratory, and the work of a master orator. Thus we start with Burke's "Conciliation with the American Colonies," and close with Dr. Henry van Dyke's baccalaureate sermon, "Salt," and between the two find so widely differing men as Abraham Lincoln, Daniel Webster, and Horace Porter represented. The editing of the addresses is well done in addition to introductions giving biographical information and critical examination of the style and subject matter of the text there are ample notes appended. The volume furnishes a well chosen set of models for the study of oratory, with helps calculated to aid the student in appreciating the principles exemplified in each. The author's position as assistant professor of Public Speaking in the University of Texas testifies to his competency to present this subject effectively. (Ginn & Company, Boston. \$1.00.)

Received During the Week.

Beggs, Robert H.—*HAWTHORNE'S TANGLEWOOD TALES*. The Macmillan Co.

West, Andrew Fleming—*AMERICAN LIBERAL EDUCATION*. Chas. Scribner's Sons.

Humors feed on humors—the sooner you get rid of them the better—Hood's Sarsaparilla is the medicine to take.

THE SCHOOL JOURNAL

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From this office are also issued two monthlies—*TEACHERS MAGAZINE* (\$1.00 a year) and *EDUCATIONAL FOUNDATIONS* (\$1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also *OUR TIMES* (current history for teachers and schools), weekly, \$1.25 a year. A large list of teachers' books and aids is published and kept in stock.

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The Educational Outlook.

Result of No Fire Escapes.

One of the saddest school accidents on record occurred in Montreal on February 26. The Hochelaga School of the Protestant School Commission caught fire from the furnace. All the children were gotten out with the exception of those in the kindergarten, which, contrary to usual custom, was on the second floor. The little children were led to the head of the stairs, and seeing the hall full of smoke they refused to go down, altho at that time they could have escaped. They huddled together and then went back into their room.

When the firemen arrived, an extension ladder was put up to one of the windows and many of the children rescued. Miss Maxwell, the principal, when it became impossible to stay longer in the room on account of smoke, insisted on rushing back after more of the children. She was later found dead, with a child lying beside her. All the deaths were due to asphyxiation. There were no fire-escapes.

Fine Gift for Teachers College.

Teachers College, Columbia University, has raised the money necessary to secure Mr. Rockefeller's gift of \$500,000.

Of the money that has been raised, \$400,000 is from an anonymous giver, for the erection and equipment of a school of domestic economy.

In his latest annual report, Dean Russell called attention to this need of the college, and gave his idea of the purposes to be served.

Our business, the report stated, is the training of teachers and the work of teachers of domestic science is to train girls and young women in the selection, preparation, and serving of food and in the management of a household.

We shall provide for more systematic instruction in the selection and combination of foods in the form of dietaries for the child, the adult, and the aged; for the sick, for persons under normal and abnormal conditions, the sedentary, and the workman. We shall offer courses in cooking, ranging from the simple illustration of principles to the practical demonstration of a series of meals for persons of widely differing requirements, and from what a child might prepare in school to the quantity needed to supply a college dormitory, hotel, or hospital.

Schools to Be Free.

A bill has been introduced in the Legislature of the State of Washington, which contains the following provision:

"Any child attending a public school in any district in this State shall be considered a legal resident of that district for school purposes."

This would do away with the slight tuition charges made for pupils attending schools in districts where they are not legal residents.

"At present, about 1,000 pupils from outside the district attend the Seattle schools, and are now paying tuition," said Supt. F. B. Cooper, recently. "The passage of this bill would force this district to provide them with instruction free of charge, and maintain an extra force of teachers on their account. It is unjust in the extreme and one finds it difficult to see the motive for such a law."

Steel Trades School.

Charles M. Schwab, head of the Bethlehem Steel Company, is planning to conduct an industrial school in connection with the company's plant at Bethlehem, Pa. Arch Johnston, president of the

company, said that the plan is to turn out an army of skilled workers in every branch of steel manufacture and kindred arts.

"Among the trades to be taught," said Mr. Johnston, "the following are the most interesting: Brass molding, both bench and floor work; iron molding, bench and floor work; the laying of fire brick and manipulation of electric wiring, care of dynamos and batteries, electric motors and electric machines, steam-fitting in its most complicated forms, from the smallest one-eighth pipe up to huge seas carrying hundreds of pounds' pressure, toolmaking, comprising the making of the almost infinite variety of tools used on the different machines thruout the whole vast establishment, as well as the finest grades of tools in all industries, arts, and sciences."

Text-Book Law for Indiana.

The Senate of Indiana has passed a bill requiring a uniform system of text-books in the high schools of the State. Not more than one-quarter of the books now in use may be discarded in one year, so that four years will be required to put the plan in complete operation.

Under the provisions of the bill the State Board of School Commissioners shall outline the minimum course of study, select the text-books, and let the contracts with the different publishing houses. The publishing houses are required to distribute the books to the various high schools thruout the State.

The bill further provides that the township trustees or in the case of town or city high schools the boards of school trustees shall offer the books for sale to the students at the price contracted for by the State Board of School Commissioners and shall be responsible to the publishing houses for the payment of all books so ordered.

Rhode Island Pension Bill.

The salient features of the Teachers' Pension Bill, which has been introduced in the Rhode Island Legislature, are that teachers who shall have reached the age of sixty years and shall have been regularly employed at least thirty-five years in teaching, twenty-five of those years of service including the five years immediately preceding retirement, having been in this State, shall on application be entitled to receive for the remainder of their lives one-half of the average contractual salary for a year for the last five years before retirement, provided that no pension shall be less than \$300 or more than \$900.

Frank L. Davis, of Gloucester, introduced the measure, and it has met with practically universal approval.

Higher Education in Massachusetts.

A number of leading educators, librarians, and others have petitioned the Massachusetts Legislature to appoint a commission to investigate the conditions under which higher education is obtainable in the State. They have called attention to the State universities conducted in many States, and to such free city colleges as those of New York and Cincinnati.

In other countries, reads the petition, limited provision is made for the abler pupils to secure higher education, or the expense for tuition at higher institutions is less than in New England.

To make higher education contingent on ample means or charitable funds is out of harmony with the idea of popular and universal education. Many youth qualified by character, capacity, and inclination for higher education are unable

to enter the higher schools, or disheartened financially in the effort to continue study, or overworked in the struggle to the detriment of health, or burdened by debt at the beginning of their career.

Appointive Superintendents.

A committee from the Jefferson County Teachers' Association, with the co-operation and sanction of a number of members of the State Association, is now preparing a general educational bill, which will be introduced into the Alabama Legislature, and which will have, as one of its main provisions, the making of the office of county superintendent all over the State an appointive one by the county educational boards, and not an elective office by the people.

Kentucky School-Houses.

The club women of Kentucky are making a study of school conditions within the State.

They have discovered that there are in Kentucky 1,238 old log school-houses, "to say nothing of the thousands of little plank boxes nearly as unsightly and hardly as comfortable." There are 2,100 schools without suitable seats and blackboards and 4,500 schools without globes, maps, or charts.

Statistics show that twenty-two per cent. of the white children between ten and fourteen are not in school, and nearly fifty per cent. of all the children of school age are growing up uneducated. The Kentucky women will first direct their campaign to the abolition of the existing trustee system, and the substitution of a scheme that will make the county the school unit.

North Dakota Problems Solved.

The conference of the North Dakota educational authorities at Bismarck, has finally reached a satisfactory solution of the problems which confronted them in regard to the overlapping of work in the different educational institutions of the State. A bill incorporating the suggestions has been introduced by the Senate Judiciary Committee, providing for the following changes:

That the school of science at Wapeton should be made a school of technology with a three years' general science course; that the school of forestry at Bottineau be made an agricultural high school with special attention to forestry and horticulture; that the institutions all provide for a reasonable development of commercial courses; that the university develop its school of commerce into a college of commerce similar to that of the Wisconsin University, as soon as warranted; that the preparatory normal work at the University be eliminated and that normal schools limit their work to two years above the high school course; that the University convert its preparatory department into a model high school for a teachers' college at the University.

Chicago Delinquent School.

Mrs. W. C. Keough, of the Chicago Board of Education, is offering strenuous opposition to the establishment of the new delinquent school.

"Inasmuch as the School Board is short of funds and the parental home is doing excellent work I feel that it is utter recklessness on the part of the School Board and City Council to approve of an appropriation of \$100,000 for a new delinquent home," said Mrs. Keough. "I have conferred with a number of aldermen and they have promised that they will oppose the appropriation before the Council Finance Committee. It is my purpose to bring the matter before the

school management committee, and endeavor to explain to the members that the parental home is able to take care of all boys who must be placed under control of the authorities."

Other members of the Board are strongly in favor of the school.

"Such a school has been needed in Chicago for years," said President Ritter. "One feature is that boys who have not become adept in the ways of the wicked, may have the advantage of the uplift tendencies afforded by the school instead of being sentenced to the parental home to come in contact with youths who are more hardened in crime. Denver and Boston have such schools and the results have been very encouraging."

Federal Copyright Bill Provisions.

The report of the House Committee on the Copyright bill deals especially with the general question of depositing with the librarian of Congress copies of copyrighted books and the special questions of mechanical musical devices.

Commenting on the requirement of the existing law that two complete copies of a book be deposited with the librarian not later than the first day of publication, the committee says:

The failure of a shipping clerk to see that the copies go reasonably forward to Washington may destroy a copyright of great value, and very many copyrights have been lost because by some accident or mistake this requirement was not complied with. The bill reported by your committee provides that after copyright has been secured by such publication and notice thereof, there shall be deposited in the copyright office, or in the mail, addressed to the register of copyrights, two complete copies of the best edition, and, should the copies not be promptly deposited, the register of copyrights may at any time after publication, upon written demand, require the proprietor of the copyright to deposit them, and in default of the deposit of the copies within one month from any part of the United States, excepting an outlying territorial possession of the United States, or within three months from any outlying territorial possession of the United States, or from any foreign country, the proprietor of the copyright shall then forfeit said copyright.

On the question of music copyright the report says:

More time was given by the committee to the consideration of this provision than was given to any other provision in the original bill. A case involving the right to reproduce by mechanical means any copyrighted musical composition is pending before the Supreme Court of the United States, and your committee felt that further legislation regarding this matter should be postponed until we can know what construction the court will give to the existing law.

Your committee felt that the public performance of a musical composition without first obtaining the consent of the copyright proprietor should not be prohibited in all cases, but only when the public performance is for profit. For that reason what was known as paragraph G in the original bill and the last of paragraph E in the new draft have been eliminated. The only provision in the bill reported to the House regarding the reproduction of copyrighted music by mechanical means is found in paragraph E of section 1 as it now stands. Your committee believe that if this is enacted into law it will simply prohibit the public performance for profit of copyrighted music without the consent of the proprietor by any

means whatever, whether mechanical or otherwise.

Big Teachers' Meeting in Ohio.

The meeting of the Northeastern Ohio Teachers' Association which convened in Cleveland last month, was the largest in the Association's history. The membership blanks showed an attendance of 2,800. It was decided hereafter to meet but twice annually instead of three times, as has been the custom.

The Association put itself on record as commending School Commissioner Jones' attitude in favoring the establishment of two new normal schools in Ohio, one in the northern part of the State and the other in connection with the State University. His views as to the need of an improvement in the country schools were also commended.

A Woman's University.

A "university" for women has at last been opened in Paris. It was founded by the daughter of the late M. Francisque Sarcey, now Mme. Brisson, wife of M. Adolphe Brisson, editor of the *Annales*. She has shown a surprising amount of energy in organizing her institution. She has obtained the patronage of an imposing committee, of which M. Alfred Mézières is president, and which includes half the members of the French Academy, together with members of various other learned institutes, including M. Gabriel Faure, director of the Conservatoire; M. Paul Doumer, and M. Mounet-Sully. Many of these are also included in the list of lecturers, but the subjects to be taught are not in the remotest way connected with the ordinary subjects of male scholarship. The new "university" is to teach housekeeping, which holds the place of honor in the curriculum; dressmaking, millinery, shorthand and typewriting, hygiene, morality, general history, musical history, and literature. The practical matters of life are first attended to, but the ornamental aids are not neglected.

The Board which has charge of the Teachers' Retirement Fund in Philadelphia has decided that teachers who have signed the agreement may not withdraw. All but sixty of the 4,200 teachers in the Philadelphia schools put their names to the agreement several months ago, when the fund was established.

The course of study used in the McKeesport, Pa., schools has proved so popular that many requests for copies of it have come to Supt. J. B. Richey. It has recently been adopted by the school authorities of Buenos Ayres, Argentina.

The present session of the Alabama Legislature has increased the State school fund about twenty-five per cent., and has voted \$67,000 a year for the erection of school-houses. In addition, appropriations have been made for the University and the Alabama Polytechnic Institute, and the Girls' Industrial School at Montevallo is to receive \$36,000 a year for maintenance purposes, and \$50,000 a year for construction uses.

The Board of Education of Columbus, Ohio, has granted permission to use a part of the Medary Avenue school building for purposes of social work. A society of prominent citizens has been formed to take charge of the work, and it was in answer to their petition that the Board took action.

An effort is being made in the Pennsylvania Legislature to repeal the act under which the Lancaster Board of Education

has been for years constituted as a non-partisan body. Lancaster is a strongly Republican town, and the party is anxious to gain control of school affairs. Heretofore the thirty-six members of the Board have been half Republican and half Democratic, dividing offices equally between them. The Board has rendered satisfactory service for years and many interested in the schools regret the entrance of political considerations.

David Cole, of the School Board of Omaha, Neb., is a strong advocate of men teachers in the higher grades. At present Mr. Cole is fathering a movement to bring about the construction of a manual training school to cost about \$500,000, to be erected on the high school grounds as an adjunct to the high school.

The Connecticut Association of Classical and High School Teachers recently held its sixteenth annual convention in New Haven. In addition to the general meeting there were division meetings under the leadership of different members.

The Master Builders' Association, of Baltimore, has appointed a committee to consider the plans for a trade school. Their purpose is to secure, if possible, the support of the city government for the project, and if possible found one on lines similar to the Trade School of Detroit.

Altho in his seventy-eighth winter, Louis Lewis still remains the head of the physical culture department of Girard College, Philadelphia. He is probably the oldest physical director in the country.

A teacher writing to the *Somerville, Mass., Journal*, calls attention to the fact that teachers in that city are receiving the same salaries that were paid in 1873. The letter closes with this pertinent question, which might be asked in many other cities where conditions are similar: Is there another department in the city where the salary has not been increased in thirty-four years?

A bill is before the joint committee on education of the Legislature of Connecticut, which calls for the standardization of high schools in the State. The bill makes provision also for the appointment of an inspector of high schools by the Governor.

Recent Deaths.

Prin. William C. Hess, of Public School No. 30, Manhattan, died last week at his home in Richmond Hill, L. I. A few days previous Mr. Hess fell on a slippery sidewalk and received injuries which resulted in his death.

Mr. Hess was born in Germany, and was brought to this country when he was four years old. He was at one time President of the Schoolmasters' Club, of Manhattan, and was prominent in all school activities. For nearly forty years he had been principal of different schools of the city.

Mr. M. D. Brown, who for the last five years has represented the Educational Department of Rand, McNally, and Company, in northern New England, died recently at his home in Dorchester, Mass. Formerly, Mr. Brown had represented Ginn and Company, of Boston, having given up teaching to enter the book business. He was born in Scott, New York, in 1868, and was graduated from Dartmouth in 1897.

In and About New York City.

Senator McCarren, and the leaders of the Interborough Women Teachers' Association have agreed upon an amendment to the bill for the equalization of salaries, which strikes out the provision that principals of boys' or mixed schools having not less than twelve classes shall receive at least \$500 more than the principals of girls' schools.

The following principals and teachers in the New York schools have been placed on the retired list by the Board of Education: Principals—Leroy Lewis, 11, Brooklyn; Frank Green, 41, Brooklyn, and Almon Merwin, 74, Brooklyn. Teachers—Manhattan, Mary E. Smith, 104; M. Elizabeth Donaldson, 30, and Margaret W. Lewis, 49P. Brooklyn, Mrs. Lucy T. Lewis, Girls' High; Maria Fitzgerald, 81; Ellen G. Wall, 83, and Ella Stainthorpe, 123. Queens, Ada Parsells, 83.

The recent examinations for kindergarten licenses added thirty-nine names to the list of those eligible to teach in this department of the New York schools.

Various teachers' associations in New York are agitating a change in the present compulsory education law. As soon as a definite plan is agreed upon a bill will be drafted and submitted to the Legislature.

An afternoon playground is to be opened at Public School No. 21, Manhattan. It will be open on school days from 3:30 to 6 P. M., and on Saturdays from 1 to 6 P. M.

At a meeting of the trustees of the New York Normal College, Mr. Man stated that twelve additional instructors were needed, and presented resolutions asking for an appropriation for their salaries. The need of an increased teaching force is due to the large demand for admission to the college. The initial salary for instructors is \$1,100.

The Art Students' League of New York is holding (from March 4 to 13), an exhibition of the work of the League's Summer School Landscape Painting, which meets every year at Woodstock, N. Y. The exhibition is at 215 West Fifty-seventh Street, and is well worth a visit.

At the recent meeting of the Board of Education the by-laws committee was relieved of further consideration of the proposed increase in the salaries of district superintendents. This is in line with the expressed views of a number of the commissioners that salary increases should be made first at the bottom of the pay-roll rather than at the top.

Prof. William Bailey, of Yale, whose annual excursion to New York, at the head of his class in sociology, for the purpose of investigating social problems at first hand, is one of the most interesting features of American University work, has departed again from the beaten track. He has selected as the text-book for his course on labor problems, not a book compiled for class use, but Hollander & Barnett's "Studies in American Trade Unionism" (Holt). This book carries out his idea of first-hand work, as it embodies the results of original investigation in the methods of representative trade unions.

Why Teachers Are Transferred.

Associate Supt. George S. Davis, in his report to Superintendent Maxwell, shows that during the past year 1,500 teachers have been nominated to regular positions, and nearly 1,300 have been transferred.

In regard to the latter point, Superintendent Davis says: "One of the aims has been to reduce to a minimum the number of transfers made solely for the convenience of teachers. The number made for this cause was no greater than it was last year, altho the number of teachers in the system has increased considerably. The increase shown in the whole number of transfers made this year has been due to the need for experienced teachers in the organization of several large new schools."

Fight Over Salary Bill.

The McCarren bill, which proposes to place the women in the New York City schools on a salary equality with the men has been amended so that primary teachers will receive \$780 at the start instead of \$720.

Three hundred teachers recently visited Albany, seeking to aid in the passage of the bill. Among those who spoke before the Senate Cities Committee were Mrs. N. C. Lenihen, President of the Interborough Women Teachers' Association, District Supt. Grace Strachan, and Lyman A. Best, of the Brooklyn Teachers' Association.

Assistant Corporation Counsel, Arthur C. Butts, was the principal speaker for the opposition. He expressed the feelings of New York's Board of Education, and of the City Government.

Gifts for Two Schools.

At the Washington Birthday exercises in Public School No. 38, 157th Street and Third Avenue, the Sons of the American Revolution presented the school with a fine copy of the Stuart portrait of Washington.

Public School No. 53, Manhattan, at its Longfellow anniversary exercises, received a silk flag from the Women's Relief Corps of the James Monroe Post of the G. A. R.

Board Opposes Dowling Bill.

The New York Board of Education, at its meeting of February 27, put itself on record as opposed to the Dowling bill now before the Legislature at Albany. The bill proposed that the school fund should be determined by the per capita cost for the average attendance of the schools. It was introduced thru the efforts of the Men Teachers' Association of Brooklyn and Queens, for the purpose of so increasing the school fund as to permit the Board to adopt a higher salary schedule. The closing paragraph of the by-laws committee's report reads as follows:

"In view of the fact that the above-mentioned bills fixed a minimum amount only, without any basis of increase, it would leave the Board exactly in the position in which it is now, and the Board would therefore be compelled to call upon the Board of Estimate and Apportionment for moneys in addition to those provided under the terms of these bills. Your committee therefore considers that as application in any event must be made to the Board of Estimate and Apportionment, it would seem best to make such application in the first instance. Furthermore, the amounts to be appropriated, as set forth in these bills, are based upon existing salaries, so that it would be impossible to make any increases, however advisable they might seem to be."

This would seem to indicate that the Board considers the four-mill appropriation the only means of raising a satisfactory school fund.

No Eye-Glasses or Lunches.

The report of the Committee on Elementary Schools of the New York Board of Education, does not favor the proposal made in Dr. Maxwell's annual report that pupils should be furnished with lunches, either free or at cost price. The City Superintendent's suggestion that children who were in need of eye-glasses and whose parents were unable to provide them should have them furnished free also met with an adverse report from the committee.

The committee, however, was inclined to believe that the schools would benefit by having one of the superintendents sent abroad to study European schools. The report was laid over for further consideration.

Teachers' Retirement Fund.

Figures prepared by Auditor Cook, of the New York Board of Education, show the teachers' retirement fund to be in good condition.

The one per cent. provision provides \$169,054.42 and \$285,275.54 was received from the excise. To these sums were added \$4,073.29 from interest on deposits, and \$35,693.55 interest on investments, making the total income \$706,072.85. The charges against the fund amounted to \$622,066.37 for annuities and \$348.19 for a claim for annuity previously returned. Annuities to the amount of \$5,430.02 were unclaimed, reducing the disbursements to \$616,984.54. This leaves a net increase for the year of \$89,088.31, and brings the balance on January 1 last up to \$1,102,028.19.

Day Truant School.

City Superintendent Maxwell thus describes an experiment which it is hoped may aid in solving the truancy problem in New York:

"What is practically a day truant school, as distinguished from the truant boarding-schools, has been established in the old building known as No. 120, in the Second District, Manhattan. The design in this school is to collect into one building the truant and refractory boys of the district and subject them there to a course of discipline and instruction, which, it is hoped, will prevent the necessity of confining them in a truant school. It is too early yet to pronounce a final judgment on the work of this school. It may be said with some degree of confidence, however, that so far it has succeeded. Should it prove entirely successful after a sufficient trial, it will then be manifestly our duty to establish similar schools or centers in different parts of the city."

Reward for Marksmanship.

The boys of the Public Schools Athletic League, or at least those in the high schools, are eagerly practicing in marksmanship.

President Roosevelt has offered a letter of personal congratulation to the boy making the best record.

The coaches have decided that the winner must pass successfully thru three competitions. He must be a member of the team competing for the Whitney Trophy, in May, a member of the inter-scholastic team at Creedmore, in June, and his record in these two events, together with that made in an individual contest at Creedmore, will determine the winner.

Public Lectures.

The following are the more important of the lectures scheduled for the coming week:

SUNDAY, MARCH 10.

"Schubert, King of Song Writers," by Mrs. Jessie A. Colston, at Public School 83, 216 East 110th Street.

MONDAY, MARCH 11.

"Voltaire and the Skeptics," by Dr. James T. Shotwell, of Columbia, at Public School 5, 141st Street and Edgecombe Avenue.

"Violin and Piano Recital," by Edmund Severn, at DeWitt Clinton High School, Tenth Avenue and Fifty-ninth Street.

"The Story of the Earth: The Warfare of Water," by William T. Elsing, at Public School 51, Forty-fourth Street west of Tenth Avenue.

"The Sun: Spectrum, Analysis, Light, and Heat," by Prof. Robert W. Prentiss, at Public School 82, Seventieth Street and First Avenue.

"The Government of Glasgow, Birmingham, Manchester, and Liverpool," by John Martin, at St. Peter's Hall, Twentieth Street and Eighth Avenue.

"The Makers of Political and Intellectual Germany—Goethe," by Prof. Rudolph Tombe, Jr., at St. Luke's Hall, Hudson and Grove Streets.

"Great Novelists—Scott," by Dr. William Bayard Hale, at Public School 27, St. Ann's Avenue and 147th Street.

TUESDAY, MARCH 12.

"The Relation of the Electric Current to Heat and Chemical Action," by Frederick W. Huntington, at Public School 150, Ninety-fifth Street and First Avenue.

"Painting in the Netherlands," by Alexander T. Van Laer, at the Public Library, 103 West 135th Street.

"The Far Eastern Question: The Siege of Peking," by Elwood G. Tewksbury, at Museum of Natural History, Seventy-seventh Street and Columbus Avenue.

"The Making of the Irish Race," by Charles Johnston, at Institute Hall, 218 East 106th Street.

"Fighting Fire at Home and Abroad," by Charles T. Hill, at St. Cornelius's Church, 423 West Forty-sixth Street.

WEDNESDAY, MARCH 13.

"Digging the Canal Across the Isthmus of Panama," by John C. Hemment, at Board of Education, Park Avenue and Fifty-ninth Street.

"The Famous Ruins of Yucatan," by Mrs. Alice D. Le Plongeon, at Public School 186, 145th Street west of Amsterdam Avenue.

"Short Story Writers," by Mrs. Marian Leland, at Public Library, 331 East Tenth Street.

"Spectrum Analysis and the Stars," by Prof. Ernest R. Von Nardroff, at Cooper Union, Eighth Street and Fourth Avenue.

"The Forests of New England and the Middle States," by Dr. Claude F. Walker, at Y. M. H. A. Hall, Ninety-second Street and Lexington Avenue.

THURSDAY, MARCH 14.

"The Aerial Ocean," by Prof. J. Newton Gray, at Hebrew Technical Institute, 36 Stuyvesant Street and Third Avenue.

"The World's Present Crisis: Arbitration Among Nations," by Mrs. Lucia Ames Mead, at Public School 170, 111th Street and Fifth Avenue.

"Common Wild Animals of New York State," by Ernest H. Baynes, at Public

School 46, 156th Street and St. Nicholas Avenue.

"Progress of the Telegraph," by Marion H. Kerner, at Public School 44, Hubert and Collister Streets.

"Three American Humorists: Nye, Field, and Riley," by Miss Josephine Day Nye, at Public School 135, First Avenue and Fifty-first Street.

FRIDAY, MARCH 15.

"Shaping of Modern Nations: Democracy vs. Monarchy," by Prof. Earl Barnes, at Wadleigh High School, 115th Street and Seventh Avenue.

"English Comedy," by Dr. Thomas G. Taaffe, at Y. M. B. A. Hall, 311 East Broadway.

"Land and Its Rent," by Prof. James Walter Crook, at West Side Neighborhood House, 501 West Fifth Street.

SATURDAY, MARCH 16.

"Educational Problems—The Monroe Doctrine; or, Our Spanish American Responsibility," by Prof. Earl Barnes, at Board of Education, Park Avenue and Fifty-ninth Street.

"Magnetism and the Magneto Telephone," by Theodore I. Jones, at the High School of Commerce, Sixty-sixth Street west of Broadway.

"Nature Study: Haunts of Nature," by Dr. Edward F. Bigelow, at Public School 1, Henry and Catherine Streets.

"Technique of Musical Expression," by a lecture-song recital by Albert Gerard-Thiers, at Public School 184, 116th Street and Fifth Avenue.

"Water and Its Part in Nature: Acids, Bases, and Salts," by Prof. Norman A. Dubois, at St. Bartholomew's Lyceum Hall, 205 East Forty-second Street.

Examiners Scored.

[New York Evening Telegram.]

That the recent action of the Board of Education in rejecting the application of the school examiners for an increase of \$1,000 in their annual salaries "meets with the unanimous approval of the teaching and supervising force" of the schools of the city is the assertion made in a letter signed "A Teacher." A scathing attack is made on the examiners, who are in effect denounced as a pampered and inefficient body of officials.

"That eighteen members of the Board of Education should have supported the application of the examiners seems remarkable," says the correspondent, "when we consider some of the reasons why the present salaries are, if anything, excessive for the work performed."

"First—For several years past the district superintendents have been called in to examine the papers for License No. 1. This work they have performed without extra compensation, and usually during part of their summer vacations, even at times when certain of the examiners were away on their vacations. The statement of one Commissioner that the examiners did not enjoy an equal share of vacations seems remarkable when we consider that a brief investigation would have shown him that these gentlemen during the past few years have enjoyed longer vacations than those in almost any other branch of the service.

"Second—The examination of most of the papers for No. 1 licenses for promotion, vacation schools, and evening schools have been turned over to a number of principals. These principals receive the munificent pay of \$1.25 per hour for this work. At this rate the examination of most of the papers that come to the examiners is conducted at the annual rate of \$1,500, if the principals work five hours a day for two hundred days.

"These principals were selected for their special fitness for the work and because of their standing in the profession. And this pay was recently declared by one of the examiners to be ample compensation for the work. If this be the case, then why pay \$30 a day for work that

can be performed for \$7.50 a day.

"Third—Not one of the examiners has ever received a principal's license in the City of New York. Only two of the four have ever taught in the elementary schools. This accounts, probably, for their usual indifferent and unsympathetic treatment of the poor girls who go to them looking for justice or information.

"Again, the examiners have stood since the establishment of the position merely as a high-priced clerical board to the City Superintendent. Nothing of initiative, nothing of independence has ever been heard of from this body. The City Superintendent decides all matters in the mysterious councils of the Board."

Parental Assistance.

The schoolmaster's life is not a happy one sometimes, but in Texas, at least, it has its compensations. Here is a letter from an anxious parent received recently by a teacher in that State: "Sir—Will you in future give my son easier sums to do at nites? This is what he's brought home two or three nites back: 'If fore gallins of bere will fill thirty-two pint bottles, how many pints and half bottles will nine gallins of bere fill?' 'Well, we tried, and could make nothin' of it at all, and my boy cried and laffed and said he didn't dare go bak in the mornin' without doin' it. So I had to go and buy a nine gallin keg of bere, which I could ill afford to do, and then he went and borrowed a lot of wine and brandy bottles. We filled them and my boy put the answer down. I don't know whether it is right or not, as we split some while doin' it.'"—Dundee Advertiser.

The New Jersey educational exhibit at the Jamestown Exposition will include in addition to samples of the work being done to-day in the schools parts of exhibits from the Expositions at Philadelphia (1876), New Orleans, Chicago, Charleston, and Buffalo. This will furnish an adequate idea of the development of the schools during the past thirty years. Silas R. Morse, of the State Board of Education, is in charge.

The officers elected at the recent meeting of City and Borough Superintendents in Pennsylvania, are: President, E. E. Miller, Bradford; vice-president, Joseph H. Howerth, Shamokin; secretary, Edward Maguire, Beaver Falls; treasurer, S. H. Dean, Mount Carmel; chairman of Executive Committee, Martin G. Brumbaugh, Philadelphia.

Consul James Johnston, reporting trade conditions in Algeria, says: "Everything connected with the material requirements of schools in Algeria is under the direct control of the communes, which order the furniture equipments according to the patterns approved by the council. In by far the greater number of cases the furniture is made in the commune where the school is situated, and it is very rare that it is purchased in the larger Algerian cities or ordered from France."

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Alfred Bailey, M. D., Fall River, Mass., in a letter of recent date writes: I have had splendid results from antikamnia tablets in rheumatic gout, as well as la grippe. Antikamnia tablets offer a most convenient remedy for all nerve pain, particularly neuralgia and headaches, two tablets being the adult dose.—Massachusetts Medical Journal.

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Classes will be admitted by free ticket to the Metropolitan Museum on the regular pay days. The Natural History Museum has made arrangements to furnish teachers with specimens for study, and offers its class-room for lecture purposes.

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